

## AGENDA

### Academic Standards & Assessments Subcommittee

Monday, March 2, 2015  
1:00 pm  
Blatt Building, Room 433

- I. Welcome & Introductions ..... Dr. Danny Merck
- II. Action: Approval of Minutes – December 1, 2014
- III. Public Comment on Revised Standards.....Dr. Merck  
*Comments will be limited to 5 minutes per person and all those wishing to speak need to arrive prior to 1 PM to sign-in to speak.*
- IV. Information Item: Discussion of analyses requested by EOC Members .....Dr. Merck
- V. Action Item: Approval of SC College-and Career-Ready Standards and Addenda in ELA and Mathematics .....Dr. Merck
- VI. Other Business
- VII. Adjournment

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CHAIR

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VICE CHAIR

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Neil C. Robinson, Jr.

Molly Spearman

Patti J. Tate

#### Academic Standards & Assessments Subcommittee Members:

Dr. Danny Merck, Chairman  
Sen. Mike Fair  
Mrs. Barbara Hairfield  
Sen. Wes Hayes  
Mr. Neil Robinson  
Mrs. Patti Tate

Melanie D. Barton  
EXECUTIVE DIRECTOR

**SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE**  
**Subcommittee on Academic Standards and Assessments**

**Minutes of the Meeting**  
**December 1, 2014**  
**10:00 AM, Room 433 Blatt Building**

Subcommittee Members Present: Dr. Danny Merck (Chair); Mr. Neil Robinson (Vice-Chair); Sen. Mike Fair, Ms. Barbara Hairfield, Sen. Wes Hayes and Ms. Patti Tate

EOC Staff Present: Kevin Andrews, Melanie Barton, Bunnie Ward, Paulette Geiger; Rainey Knight, and Dana Yow

Other EOC Members Present: Ms. Deb Marks and Mr. David Whittemore

Welcome and Introductions

Dr. Merck welcomed members and guests to the meeting. He also issued his appreciation to the members of the standards review team, thanking them for the many hours of service to the Committee and to the state.

Minutes of September 22, 2014

The minutes of September 22, 2014 were approved as distributed.

Presentation from Panel that Reviewed Existing and New Draft English language arts and Mathematics Standards

Ms. Barton began by reminding the subcommittee that Act 200 of 2014 required the EOC to review the existing state standards and any draft English language arts and mathematics standards that will form the new South Carolina College and Career Readiness State Standards. Ms. Barton then summarized the results of the fall survey of stakeholders regarding the existing state standards. Approximately 716 individuals completed an online survey between July 11 and September 30 of 2014. Individuals were asked to comment on each of the standards and appendices using open-ended statements. Approximately 60 percent of the respondents were teachers and 20 percent were parents. There were 13,274 individual comments made. A private contractor analyzed the results of the survey and found that 65 percent of the comments recommended keeping the existing standard, 24 percent proposed revising the standard, and 8 percent eliminating the standards. The results were comparable for English language arts and mathematics.

The subcommittee then heard from representatives from the evaluations panels that reviewed the draft standards written by the South Carolina Department of Education Writing panels. There were 50 individuals who served on the panel that met five times from October 2 through November 24. The panel revised the standards based on their: (1) comprehensiveness/balance; (2) rigor; and (3) organization/communication. The panels worked with six expectations of the standards:

1. Standards should define what all students should know and be able to do.
2. Standards should be aligned with national and world-class standards.
3. Standards should serve as an appropriate basis for the development of an objective and reliable statewide assessment.
4. Standards should reflect the recognized essential concepts and basic knowledge of a particular discipline.
5. Standards should be demanding and precise requiring students to master challenging content and processes (college and career-ready).
6. Standards should be written at a level of specificity that will best inform instruction, neither so narrow nor so broad as to be meaningless.

Then, reporting for the panel members that reviewed the math standards were: Jim Reynolds, President of Total Comfort Solutions, Dr. Ed Dickey, Professor of Education of Mathematics at the University of South Carolina, Jack Hatfield, parent, Dr. Tommy Hodges, elementary education professor at USC, and Ben Stilwell, math teacher at Pendleton High as presenters for the math standards. The panel members recommended substantive recommendations at each grade level for grades K-8 and suggested the inclusion of an accelerated pathway for students who may take Algebra I in grade 8. The panel also recommended that the current Mathematical Process Standards be maintained across all grade levels. For high school, the panel found that the proposed standards do not improve upon the current standards and, in some areas, weaken and detract from the preparation of high school students in mathematics. The panel recommended a complete rewrite of the high school math standards. Missing from the draft standards were the minimum mathematical competencies that all students should have in high school. Mr. Reynolds also explained how the high school math standards do not adequately prepare students for careers. For example, 93 percent of the jobs in the nation require a Level 5 on the WorkKeys.

For the draft English language arts standards, Debbie Barron, ELA Coordinator for Greenville County School District; Dr. Susan Shi, a community member from Greenville; and Josie Stratton an AP/IB English teacher at Wilson High School in Florence addressed the subcommittee. The panel found that the draft ELA standards were insufficient for students and teachers and inferior to the existing standards. They lacked depth, clarity, organization and specificity which drive the rigor of the standards. The standards had no clear progression of learning targets, lacked rigor or alignment to college and career ready expectations and had no consistency in taxonomy. They suggested a complete re-write of the standards. Given the short-time frame of Act 200, the panel recommended starting with the existing standards and moving forward.

The subcommittee members asked follow-up questions of the panel members regarding the taxonomies used in writing the standards as well as what other state standards were consulted.

There being no further business, the Subcommittee adjourned.



# SC EDUCATION OVERSIGHT COMMITTEE

*Reporting facts. Measuring change. Promoting progress.*

PO Box 11867 | 227 Blatt Building  
Columbia SC 29211 | WWW.SCEOC.ORG

February 23, 2015

Dear ASA Subcommittee Member:

The attached documents address the request from Sen. Mike Fair at the February 9 EOC meeting. At that meeting, Sen. Fair requested a side-by-side analysis of the current drafts of the ELA and mathematics standards, the Common Core Standards for ELA and mathematics, and the SC standards for ELA and mathematics used prior to Common Core.

The attached document starts with mathematics, comparing the 2007 SC Academic Standards for Mathematics (2007), which are shown in that labeled column. The content of the related Common Core State Standards for Mathematics and the South Carolina College- and Career-Ready Standards for Mathematics is then compared to each given 2007 standard and set forth in that same row using the Common Core State Standards Initiative Comparative Review Report, published in June 2010. The content of the Common Core State Standards for Mathematics is then compared to content in the South Carolina College- and Career-Ready Standards for Mathematics, which received first-reading approval by the State Board of Education in February 2015.

The ELA review follows math, comparing the 2008 SC Academic Standards for ELA, which are shown in that labeled column. The content of the related Common Core State Standards for ELA and the South Carolina College- and Career-Ready Standards for ELA is then compared to each given 2008 standard and set forth in that same row using the Common Core State Standards Initiative Comparative Review Report, published in June 2010. The content of the Common Core State Standards for ELA is then compared to content in the South Carolina College- and Career-Ready Standards for ELA, which received first-reading approval by the State Board of Education in January 2015.

These comparisons were done by the staff of the SC Education Oversight Committee at the request of EOC member, Sen. Mike Fair. Please note that professional judgment was used in conducting standards comparisons and the complete, original text of each set of standards was consulted in all instances. A complete list of sources is available at the end of this document. Professional judgment should be used when reviewing and utilizing comparisons.

Please do not hesitate to contact us if you have questions about these documents.

Sincerely,

Dr. Rainey Knight  
Director of Special Projects

Mrs. Dana Yow  
Director of Public Engagement & Communications

David Whittlemore  
CHAIR

Daniel B. Merck  
VICE CHAIR

Anne H. Bull

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## Kindergarten – 5<sup>th</sup> Grade Comparison of Standards

This document starts with the *2007 SC Academic Standards for Mathematics* (2207) which are shown in that labeled column below. The content of the related *Common Core State Standards for Mathematics* (CCSS-M) and the *South Carolina College- and Career-Ready Standards for Mathematics* (SCCCR-M) is then compared to each given 2007 standard and set forth in that same row. Professional judgment should be used when reviewing and utilizing the comparison.

### Kindergarten Comparison

2007 SC Academic Standards for Mathematics	Common Core Standards for Mathematics	South Carolina College- and Career-Ready Standards for Mathematics
K-2.1 Recall numbers counting forward through 99 and backward from 10	<p>K.CC.1: Count to 100 by ones and by tens.</p> <p>K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>	<p><b>K.NS.1</b> Count forward by ones and tens to 100.</p> <p><b>K.NS.2</b> Count forward by ones beginning from any number less than 100.</p>
K-2.2 Translate between numeral and quantity through 31.	<p>K.CC.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality.</p>	<p><b>K.NS.3</b> Read and write numerals from 0-20 and represent a number of objects 0-20 with a written numeral.</p> <p><b>K.NS.4</b> Understand the relationship between number and quantity. Connect counting to cardinality by demonstrating an understanding that:</p> <p><b>a.</b> the last number said tells the number of objects in the set</p>

	<p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p> <p><b>K.CC.5</b> Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p>	<p>(cardinality);</p> <p><b>b.</b> the number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number);</p> <p><b>c.</b> each successive number name refers to a quantity that is one more and each previous number name refers to a quantity that is one less.</p> <p><b>K.NS.5</b> Count a given number of objects from 1-20 and connect this sequence in a one-to-one manner.</p> <p><b>K.NS.6</b> Recognize a quantity of up to ten objects in an organized arrangement (subitizing).</p>
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<p>K-2.3 Compare sets of no more than 31 objects by using the terms more than, less than, and the same as.</p>	<p>K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Note: Include groups with up to ten objects.)</p> <p>K.CC.7: Compare two numbers between 1 and 10 presented as written numerals.</p>	<p><b>K.NS.7</b> Determine whether the number of up to ten objects in one group is more than, less than, or equal to the number of up to ten objects in another group using matching and counting strategies.</p> <p><b>K.NS.8</b> Compare two written numerals up to 10 using <i>more than, less than or equal to</i>.</p>
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<p>K-2.4 Represent simple joining and separating situations through 10.</p> <p>K-2.5 Understand that addition results in increase and subtraction results in decrease.</p>	<p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.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 (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p>K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p>	<p><b>K.ATO.1</b> Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, or equations.</p> <p><b>K.ATO.3</b> Compose and decompose numbers up to 10 using objects, drawings, and equations.</p> <p><b>K.ATO.4</b> Create a sum of 10 using objects and drawings when given one of two addends 1-9.</p>
<p>K-2.6 Analyze the magnitude of digits through 99 on the basis of their place values.</p>	<p>K.NBT.1. Compose and decompose numbers from 11 to 19 into 10 ones and some further ones and record each composition or decomposition by a drawing or equation; understand that these numbers are</p>	<p><b>K.NSBT.1</b> Compose and decompose numbers from 11-19 separating ten ones from the remaining ones using objects and drawings.</p>

	composed of 10 ones and one, two, three, four, five, six, seven, eight, or nine ones.	
K-2.7 Represent the place value of each digit in a 2-digit whole number.	Moved to 1 <sup>st</sup> Grade	Moved to 1 <sup>st</sup> Grade
K-2.8 Identify ordinal positions through 31 <sup>st</sup> .		<b>K.NS.9</b> Identify first through fifth and last positions in a line of objects.
K-3.1 Identify simple growing patterns.		
K-3.2 Analyze simple <u>repeating</u> and growing relationships to extend patterns.		<b>K.ATO.6</b> Describe simple <u>repeating</u> patterns using AB, AAB, ABB, and ABC type patterns.
K-3.3 Translate simple repeating and growing patterns into rules.	Moved to 3 <sup>rd</sup> Grade	Moved to 3 <sup>rd</sup> Grade
K-3.4 Classify objects according to one or more attributes such as color, size, shape and thickness.	K.MD.3: Classify objects or people into given categories; count the numbers in each category and sort the categories by count. (Note: Limit category counts to be less than or equal to 10.)	<b>K.MDA.3</b> Sort and classify data into 2 or 3 categories with data not to exceed 20 items in each category.
K-4.1 Identify the 2-dimensional shapes square, circle, triangle, and rectangle and the 3-dimensional shapes cube, sphere, and cylinder.	K.G.2: Correctly name shapes regardless of their orientations or overall size.	<b>K.G.2</b> Identify and describe a given shape and shapes of objects in everyday situations to include two-dimensional shapes (triangle, square, rectangle,

	<p>K.G.3: Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p> <p>K.G.4: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p>	<p>hexagon, and circle) and three-dimensional shapes (cone, cube, cylinder, and sphere).</p> <p><b>K.G.3</b> Classify shapes as two-dimensional/flat or three-dimensional/solid and explain the reasoning used.</p> <p><b>K.G.4</b> Analyze and compare two- and three-dimensional shapes of different sizes and orientations using informal language.</p>
<p>K-4.2 Represent two-dimensional geometric shapes.</p>	<p>K.G.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p>	<p><b>K.G.5</b> Draw two-dimensional shapes (square, rectangle, triangle, hexagon, and circle) and create models of three-dimensional shapes (cone, cube, cylinder, and sphere).</p>
<p>K-4.3 Use the positional words near, far, below, above, beside, next to, across from, and between to describe the location of an object.</p> <p>K-4.4 Use the directional words left and right to describe movement.</p>	<p>K.G.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</p>	<p><b>K.G.1</b> Describe positions of objects by appropriately using terms including <i>below</i>, <i>above</i>, <i>beside</i>, <i>between</i>, <i>inside</i>, <i>outside</i>, <i>in front of</i>, or <i>behind</i>.</p>
<p>K-5.1 Identify a penny, a nickel, a dime, a quarter, and a dollar and</p>		<p>Moved to 1<sup>st</sup> Grade</p>

the value of each.		
K–5.2 Compare the lengths of two objects both directly and indirectly to order objects according to length.	K.MD.2: Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>	<b>K.MDA.2</b> Compare objects using terms such as <i>shorter/longer</i> , <i>shorter/taller</i> , and <i>lighter/heavier</i> .
K–5.3 Use nonstandard units to explore measurement concepts (length and weight).	K.MD.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	<b>K.MDA.1</b> Identify measureable attributes (length, weight) of an object.
K-5.4 Identify measuring devices used to measure <u>length</u> (rulers, yardsticks, tape measures), <u>weight</u> (scales, balances), <u>time</u> (calendar, clock – digital and analog), and <u>temperature</u> (thermometer—digital and standard).		Moved to 2 <sup>nd</sup> Grade
K-5.5 Understand which measure is appropriate for a given situation (length, weight, time, and temperature).	K.MD.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	<b>K.MDA.1</b> Identify measureable attributes (length, weight) of an object.

K-5.6 Use clocks (analog and digital) to tell time to the hour.	Moved to 1 <sup>st</sup> Grade	Moved to 1 <sup>st</sup> Grade
K-5.7 Use a calendar to identify dates, days of the week, and months of the year.		
K-5.8 Recall equivalencies associated with time (7 days = 1 week and 12 months = 1 year).		
K-6.1 Organize data in graphic displays in the form of drawings and pictures.  K-6.2 Interpret data in graphic displays in the form of drawings and pictures.		<b>K.MDA.4</b> Represent data using object and picture graphs and draw conclusions from the graphs.
	K.G.6: Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>	<b>K.G.6</b> Combine two-dimensional shapes to form a larger two-dimensional shape.
Moved down from 1 <sup>st</sup> Grade; similar to K-2.4 but now students actually add and subtract.	K.OA.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	<b>K.ATO.2</b> Solve real-world/story problems using objects and drawings to find sums up to 10 and differences within 10.
Moved down from 1 <sup>st</sup> Grade; similar to K-2.4 but now students actually add and subtract.	K.OA.5: Fluently add and subtract within 5.	<b>K.ATO.5</b> Add and subtract fluently within 5.

1 <sup>st</sup> Grade Comparison		
2007 SC Academic Standards for Mathematics	Common Core Standards for Mathematics	South Carolina College- and Career-Ready Standards for Mathematics
1–2.1 Translate between numeral and quantity through 100.	1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and <u>represent a number of objects</u> with a written numeral.	<b>1.NSBT.1</b> Extend the number sequence to: a. count forward by ones to 120 starting at any number; b. count by fives and tens to 100, starting at any number; c. read, write and <u>represent numbers to 100</u> using concrete models, standard form, and equations in expanded form; d. read and write in word form numbers zero through nineteen, and multiples of ten through ninety.
1-2.2 Use estimation to determine the approximate number of objects in a set of 20 to 100 objects.		Moved to Kindergarten for a set of up to ten objects.
1-2.3 Represent quantities in word form through <i>ten</i> .	1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and <u>write</u> numerals and represent a number of objects with a written numeral.	<b>1.NSBT.1</b> Extend the number sequence to: a. count forward by ones to 120 starting at any number; b. count by fives and tens to 100, starting at any number; c. read, write and represent numbers to 100 using concrete models, standard form, and equations in expanded form;

		d. read and <u>write</u> in word form numbers zero through nineteen, and multiples of ten through ninety.
1-2.4 Recognize whole number words that correspond to numerals (through twenty).	1.NBT.1: Count to 120, starting at any number less than 120. In this range, <u>read</u> and write numerals and represent a number of objects with a written numeral.	<b>1.NSBT.1</b> Extend the number sequence to: a. count forward by ones to 120 starting at any number; b. count by fives and tens to 100, starting at any number; c. read, write and represent numbers to 100 using concrete models, standard form, and equations in expanded form; d. <u>read</u> and write in word form numbers zero through nineteen, and multiples of ten through ninety.
1–2.5 Compare whole-number quantities through 100 by using the terms <i>is greater than</i> , <i>is less than</i> , and <i>is equal to</i> .	1.NBT.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ .	<b>1.NSBT.3</b> Compare two two-digit numbers based on the meanings of the tens and ones digits, using the words <i>greater than</i> , <i>equal to</i> , or <i>less than</i> .
1–2. 6 Recall basic addition facts to $9+9$ and corresponding subtraction facts.	1.OA.1: <u>Use addition and subtraction within 20</u> to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions,	<b>1.ATO.6</b> Demonstrate <b>a.</b> addition and subtraction through 20 <b>b.</b> fluency with addition and related subtraction facts through 10 <b>c.</b>

	<p>e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (Note: See Glossary, Table 1.)</p>	<p><b>1.ATO.1</b> Solve real-world/story problems <u>using addition</u> (as a joining action and as a part-part-whole action) <u>and subtraction</u> (as a separation action, finding parts of the whole, and as a comparison) through 20 with unknowns in all positions.</p>
<p>1–2.7 Summarize the inverse relationship between addition and subtraction.</p>	<p>1.OA.4: Understand subtraction as an unknown-addend problem. <i>For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</i></p> <p>1.NBT.4: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the <u>relationship between addition and subtraction</u>; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and</p>	<p><b>1.ATO.5</b> Recognize how counting relates to addition and subtraction.</p> <p><b>1.ATO.4</b> Understand subtraction as an unknown addend problem.</p>

	ones; and sometimes it is necessary to compose a ten.	
1-2.8 Generate strategies to add and subtract without regrouping through two-digit numbers.	<p>1.NBT.4: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p>	<p><b>1.NSBT.4</b> <u>Add through 99</u> using concrete models, drawings, and strategies based on place value to:</p> <ul style="list-style-type: none"> <li>a. add a two-digit number and a one-digit number, understanding that sometimes it is necessary to compose a ten (regroup);</li> <li>b. add a two-digit number and a multiple of 10.</li> </ul>
	<p>1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and</p>	<p><b>1.ATO.6</b> Demonstrate</p> <ul style="list-style-type: none"> <li>a. addition and subtraction through 20</li> <li>b. fluency with addition and related subtraction facts through 10</li> </ul>

	subtraction (e.g., knowing that $8 + 4 = 12$ , one knows $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$ ).	
1-2.9 Analyze the magnitude of digits through 999 on the basis of their place values.	1.NBT.2: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	<b>1.NSBT.2</b> Understand place value through 99 by demonstrating that: <b>a.</b> ten ones can be thought of as a bundle (group) called a “ten”; <b>b.</b> the tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones; <b>c.</b> two-digit numbers can be decomposed in a variety of ways (e.g., 52 can be decomposed as 5 tens and 2 ones or 4 tens and 12 ones, etc.) and record the decomposition as an equation.
1–3.1 Analyze numeric patterns in addition and subtraction to develop strategies for acquiring basic facts.	1.OA.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	<b>1.ATO.5</b> Recognize how counting relates to addition and subtraction.
1–3.2 Translate patterns into rules for some simple addition and subtraction.	Moved to 3 <sup>rd</sup> Grade	Moved to 3 <sup>rd</sup> Grade

<p>1–3.3 Illustrate the commutative property based on basic facts.</p>	<p>1.OA.3: Apply properties of operations as strategies to add and subtract. (Note: Students need not use formal terms for these properties.) <i>Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.)</i></p>	<p><b>1.ATO.3</b> Apply Commutative and Associative Properties of Addition to find the sum (through 20) of two or three addends.</p>
<p>1-3.4 Analyze numeric relationships to complete and extend simple patterns.</p>	<p>Moved to 3<sup>rd</sup> Grade</p>	<p>Moved to 3<sup>rd</sup> Grade</p>
<p>1-3.5 Classify a number as odd or even.</p>	<p>Moved to 2<sup>nd</sup> Grade</p>	<p>Moved to 2<sup>nd</sup> Grade</p>
<p>1-3.6 Classify change over time as quantitative and qualitative.</p>	<p>Moved to 6-8</p>	<p>Moved to 6-8</p>
<p>1-4.1 Identify the three-dimensional geometric shapes prism, pyramid, and cone.</p>	<p>1.G.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new</p>	<p><b>1.G.2</b> Combine two-dimensional shapes (square, rectangle, triangle, hexagon, rhombus, and trapezoid) or three-dimensional shapes (cube, rectangular prism, cone, and cylinder) in more than one way to form a composite shape.</p>

	shapes from the composite shape. (Note: Students do not need to learn formal names such as “right rectangular prism.”)	
1-4.2 Analyze the two-dimensional shapes circle, square, triangle, and rectangle.	1.G.1: Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	<b>1.G.1</b> Distinguish between a two-dimensional shape’s defining (e.g., number of sides) and non-defining attributes (e.g., color).  <b>1.G.4</b> Identify and name two-dimensional shapes (square, rectangle, triangle, hexagon, rhombus, trapezoid, and circle).
1–4.3 Classify 2-dimensional shapes as polygons or non-polygons.	While closed shapes are identified as an attribute in 1.G.1 above, the term polygon is not formally introduced until 3 <sup>rd</sup> grade.	While closed shapes are identified as an attribute in 1.G.1 above, the term polygon is not formally introduced until 3 <sup>rd</sup> grade.
1-4.4 Identify a line of symmetry.	Moved to 4 <sup>th</sup> Grade	Moved to 4 <sup>th</sup> Grade
1-4.5 Use the positional and directional terms <i>north</i> , <i>south</i> , <i>east</i> , and <i>west</i> to describe location and movement.		
1-5.1 Use a counting procedure to determine the value (less than a dollar) of a collection of pennies, nickels, dimes, and quarters.	Moved to 2 <sup>nd</sup> Grade	Moved to second Grade.
1-5.2 Represent a nickel, a dime, a quarter, a half-dollar, and a dollar by combinations of coins.	Moved to 2 <sup>nd</sup> Grade	Moved to 2 <sup>nd</sup> Grade

1-5.3 Represent money by using the cent and dollar notations		<b>1.MDA.6</b> Identify a penny, nickel, dime and quarter and write the coin values using a ¢ symbol.
1-5.4 Use customary units (whole inches) to measure the length of an object.	Moved to 2 <sup>nd</sup> Grade	Moved to 2 <sup>nd</sup> Grade
1-5.5 Generate common referents for whole inches.	Moved to 2 <sup>nd</sup> Grade	Moved to 2 <sup>nd</sup> Grade
1-5.6 Use common referents to make estimates (whole inches).	Moved to 2 <sup>nd</sup> Grade	Moved to 2 <sup>nd</sup> Grade
1-5.7 Use nonstandard units to measure the weight of objects.	Moved to Kindergarten	Moved to Kindergarten
1-5.8 Use clocks (digital and analog) to tell and record time to the half-hour.	1.MD.3: Tell and write time in hours and half-hours using analog and digital clocks.	<b>1.MDA.3</b> Use analog and digital clocks to tell and record time to the hour and half hour.
1-5.9 Illustrate past and future dates on a calendar.		
1-5.10 Represent dates in standard form (June 1, 2007) and numeric form (6-1-2007).		
1-5.11 Use thermometers (Celsius and Fahrenheit) to identify temperatures.		
1-6.1 Use survey questions to collect data.	1.MD.4: Organize, represent, and interpret	<b>1.MDA.4</b> Collect, organize, and represent data with up to 3

<p>1-6.2 Organize data in picture graphs, object graphs, bar graphs, and tables.</p> <p>1-6.3 Interpret data in picture graphs, object graphs, bar graphs and tables by using the comparative terms more, less, greater, fewer, greater than, and less than.</p>	<p>data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>	<p>categories using object graphs, picture graphs, t-charts and tallies.</p> <p><b>1.MDA.5</b> Draw conclusions from given object graphs, picture graphs, t-charts, tallies, and bar graphs.</p>
	<p>1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	<p><b>1.ATO.2</b> Solve real-world/story problems that include three whole number addends whose sum is less than or equal to 20.</p>
	<p>1.OA.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</i></p>	<p><b>1.ATO.7</b> Understand the meaning of the equal sign as a relationship between two quantities (sameness) and determine if equations involving addition and subtraction are true.</p>
<p>Came from 2<sup>nd</sup> Grade</p>	<p>1.OA.8: Determine the unknown whole number in an addition or subtraction equation relating three</p>	<p><b>1.ATO.8</b> Determine the missing number in addition and subtraction equations within 20.</p>

	whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$ , $5 = ? - 3$ , $6 + 6 = ?$ .	
	1.NBT.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	<b>1.NSBT.5</b> Determine the number that is 10 more or 10 less than a given number through 99 and explain the reasoning verbally and with multiple representations including concrete models.
	1.NBT.6: Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	<b>1.NBST.6</b> Subtract a multiple of 10 from a larger multiple of 10, both in the range 10 to 90, using concrete models, drawings, and strategies based on place value.
	1.MD.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object.	<b>1.MDA.1</b> Order three objects by length using indirect comparison.

	<p>1.MD.2: Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p>	<p><b>1.MDA.2</b> Use nonstandard physical models to show the length of an object as the number of same size units of length with no gaps or overlaps.</p>
	<p>1.G.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves, fourths, and quarters</i>, and use the phrases <i>half of, fourth of, and quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>	<p><b>1.G.3</b> Partition two-dimensional shapes (square, rectangle, circle) into two or four equal parts.</p>

2 <sup>nd</sup> Grade Comparison		
2007 SC Academic Standards for Mathematics	Common Core Standards for Mathematics	South Carolina College- and Career-Ready Standards for Mathematics
2-2.1 Generate estimation strategies to determine the approximate number of objects in a set of at most 1,000 objects.		
2-2.2 Represent quantities in word form (through <i>twenty</i> ).	2.NBT.3: Read and <u>write</u> numbers to 1000 using base-ten numerals, number names, and expanded form.	<b>2.NBST.3</b> Read, <u>write</u> and represent numbers through 999 using concrete models, standard form, and equations in expanded form.
2-2.3 Represent multiples of ten in word form (through <i>ninety</i> ).	2.NBT.3: Read and <u>write</u> numbers to 1000 using base-ten numerals, number names, and expanded form.	<b>2.NBST.3</b> Read, <u>write</u> and represent numbers through 999 using concrete models, standard form, and equations in expanded form.
2-2.4 Compare whole number quantities (through 999) with symbols (<, >, =) and words ( <i>is less than, is greater than, is equal to</i> ).	2.NBT.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	<b>2.NSBT.4</b> Compare two numbers with up to three digits using words and symbols (i.e., >, =, or <).
2-2.5 Interpret models of equal grouping (multiplication as repeated addition and arrays.)	2.OA.4: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the	<b>2.ATO.4</b> Use repeated addition to find the total number of objects arranged in a rectangular array with up to 5 rows and up to 5 columns; write an equation to express the total

	total as a sum of equal addends.	as a sum of equal addends.
2-2.6 Interpret models of sharing equally (division) as repeated subtraction and arrays.		
2–2.7 Generate strategies to add and subtract pairs of two-digit whole numbers with regrouping.	<p>2.NBT.7: Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>2.NBT.6: Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>	<p><b>2.NBST.7</b> Add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value understanding.</p> <p><b>2.NBST.6</b> Add up to four two-digit numbers using strategies based on knowledge of place value and properties of operations.</p>
2–2.8 Generate addition and subtraction strategies to find missing addends and subtrahends in number combinations through 20.	2.OA.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to,	<b>2.ATO.1</b> Solve one- and two-step real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a

	taking from, putting together, taking apart, and comparing, <u>with unknowns in all positions</u> , e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (Note: See Glossary, Table 1.)	separation action, finding parts of the whole, and as a comparison) through 99 <u>with unknowns in all positions</u> .
2-2.9 Generate strategies to round numbers through 90 to the nearest 10.	Rounding moved to 3 <sup>rd</sup> Grade	Rounding moved to 3 <sup>rd</sup> Grade
2–2.10 Analyze the magnitude of digits through 9999 on the basis of their place values.	2.NBT.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	<b>2.NBST.1</b> Understand place value through 999 by demonstrating that: <b>a.</b> 100 can be thought of as a bundle (group) of ten tens called a “hundred”; <b>b.</b> the hundreds digit in a three-digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones; <b>c.</b> three-digit numbers can be decomposed in multiple ways (e.g., 524 can be decomposed as 5 hundreds, 2 tens and 4 ones or 4 hundreds, 12 tens, and 4 ones, etc.)
2–3.1 Analyze numeric patterns in	2.NBT.2: Count within	<b>2.NBST.2</b> Count by tens and

skip counting that use the numerals 1 through 10.	1000; skip-count by 5s, 10s, and 100s.	hundreds to 1,000 starting with any number.
2-3.2 Translate patterns into rules for simple multiples.	Moved to 3 <sup>rd</sup> Grade	Moved to 3 <sup>rd</sup> Grade
2-3.3 Analyze relationships to complete and extend growing and repeating patterns involving numbers, symbols and objects.	Skip counting (extending a pattern) is addressed in 1 <sup>st</sup> Grade	Skip counting (extending a pattern) is addressed in 1 <sup>st</sup> Grade
2-3.4 Identify quantitative and qualitative change over time.	Moved to 6-8	Moved to 6-8
2-3.5. Analyze quantitative and qualitative change over time.	Moved to 6-8	Moved to 6-8
2-4.1 Analyze the three-dimensional shapes spheres, cubes, cylinders, prisms, pyramids, and cones according to the number and shape of the faces, edges, corners, and bases of each.		
2-4.2 Identify multiple lines of symmetry.	Moved to 4 <sup>th</sup> Grade	Moved to 4 <sup>th</sup> Grade
2-4.3 Predict the results of combining and subdividing polygons and circles.	2.G.3: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	<b>2.G.3</b> Partition squares, rectangles and circles into two or four equal parts, and describe the parts using the words <i>halves</i> , <i>fourths</i> , <i>a half of</i> , and <i>a fourth of</i> . Understand that when partitioning a square, rectangle or circle into two or four equal parts, the parts become smaller as the number of parts increases.

<p>2–5.1 Use accounting procedure to determine the value of a collection of coins and bills.</p>	<p>2.MD.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i></p>	<p><b>2.MDA.7</b> Solve real-world/story problems involving dollar bills using the \$ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol.</p>
<p>2-5.2 Use coins to make change up to one dollar.</p>	<p>2.MD.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i></p>	<p><b>2.MDA.7</b> Solve real-world/story problems involving dollar bills using the \$ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol.</p>
<p>2–5.3 Use appropriate tools to measure objects to the nearest whole unit: measuring length in centimeters, feet, and yards; measuring liquid volume in cups, pints, and gallons; measuring weight in ounces and pounds; and measuring temperature on Celsius and Fahrenheit thermometers.</p>	<p>2.MD.1: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p>	<p><b>2.MDA.1</b> Select and use appropriate tools (e.g., rulers, yardsticks, meter sticks, measuring tapes) to measure the length of an object.</p>
<p>2–5.4 Generate common measurement referents for feet, yards, and centimeters.</p>	<p>2.MD.3: Estimate lengths using units of inches, feet, centimeters, and meters.</p>	<p><b>2.MDA.3</b> Estimate and measure length/distance in customary units (inch, foot, yard) and metric units (centimeter, meter).</p>
<p>2–5.5 Use common measurement referents to make estimates in</p>	<p>2.MD.3: Estimate lengths using units of inches, feet,</p>	<p><b>2.MDA.3</b> Estimate and measure length/distance in customary</p>

feet, yards, and centimeters.	centimeters, and meters.	units (inch, foot, yard) and metric units (centimeter, meter).
2-5.6 Predict whether the measurement will be greater or smaller when different units are used to measure the same object.	2.MD.2: Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	<b>2.MDA.2</b> Measure the same object or distance using a standard unit of one length and then a standard unit of a different length and explain verbally and in writing how and why the measurements differ.
2-5.7 Use analog and digital clocks to tell and record time to the nearest quarter hour and to the nearest five-minute interval.	2.MD.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	<b>2.MDA.6</b> Use analog and digital clocks to tell and record time to the nearest five-minute interval using <i>a.m.</i> and <i>p.m.</i>
2-5.8 Match a.m. and p.m. to familiar situations.		
2-5.9 Recall equivalencies associated with <u>length</u> (12 inches = 1 foot, 3 feet = 1 yard) and <u>time</u> (60 minutes = 1 hour, 24 hours = 1 day).		
2-6.1 Create survey questions to collect data.		<b>2.MDA.9</b> <u>Collect</u> , organize, and represent data with up to four categories using picture graphs and bar graphs with a single-unit scale.
2-6.2 Organize data in charts, pictographs, and tables.	2.MD.9: Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by	<b>2.MDA.8</b> Generate data by measuring objects in whole-unit lengths and <u>organize</u> the data in a line plot using a horizontal scale marked in whole number

	<p>making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p>2.MD.10: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. (Note: See Glossary, Table 1.)</p>	<p>units.</p> <p><b>2.MDA.9</b> Collect, <u>organize</u>, and represent data with up to four categories using picture graphs and bar graphs with a single-unit scale.</p>
2-6.3 Infer trends in a data set as increasing, decreasing, or random.	Moved to 6-8	Moved to 6-8
2-6.4 Predict on the basis of data whether events are <i>more likely</i> or <i>less likely to occur</i> .	Moved to 6-8	Moved to 6-8
Was previously "Generate Strategies" now fluency is required.	2.OA.2: Fluently add and subtract within 20 using mental strategies. (Note: See standard 1.OA.6 for a list of mental strategies). By end of Grade 2, know from memory all sums of two one-digit numbers.	<b>2.ATO.2</b> Demonstrate fluency with addition and related subtraction facts through 20.

Moved up from 1 <sup>st</sup> Grade	2.OA.3: Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	<b>2.ATO.3</b> Determine whether a number through 20 is odd or even using pairings of objects, counting by twos, or finding two equal addends to represent the number (e.g., $3 + 3 = 6$ ).
	2.NBT.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	<b>2.NBST.5</b> Add and subtract fluently through 99 using knowledge of place value and properties of operations.
	2.NBT.8: Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 -100 from a given number 100-900.	<b>2.NBST.8</b> Determine the number that is 10 or 100 more or less than a given number through 1,000 and explain the reasoning verbally and in writing.
	2.NBT.9: Explain why addition and subtraction strategies work, using place value and the properties of operations. (Note: Explanations may be supported by drawings or objects.)	
	2.MD.4: Measure to determine how much longer one object is than another,	<b>2.MDA.4</b> Measure to determine how much longer one object is than another, using standard

	expressing the length difference in terms of a standard length unit.	length units.
	2.MD.5: Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	
	2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, . . . , and represent whole-number sums and differences within 100 on a number line diagram.	<b>2.MDA.5</b> Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences through 99 on a number line diagram.
		<b>2.MDA.10</b> Draw conclusions from t-charts, object graphs, picture graphs, and bar graphs.
	2.G.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Note: Sizes are compared directly or visually, not	<b>2.G.1</b> Identify triangles, quadrilaterals, hexagons, and cubes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.

	compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	
	2.G.2: Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	<b>2.G.2</b> Partition a rectangle into rows and columns of same-size squares to form an array and count to find the total number of parts.
		<b>2.G.4</b> Understand that when partitioning a square and rectangle into two, four, or eight equal parts, the parts become smaller as the number of parts increases.

3rd Grade Comparison		
2007 SC Academic Standards for Mathematics	Common Core Standards for Mathematics	South Carolina College- and Career-Ready Standards for Mathematics
3-2.1 Compare whole number quantities (through 999,999) with symbols ( $<$ , $>$ , $=$ ) and words ( <i>is less than</i> , <i>is greater than</i> , <i>is equal to</i> ).		<b>3.NSBT.5</b> Compare and order numbers through 999,999 and represent the comparison using the symbols $>$ , $=$ , or $<$ .
3-2.2 Represent whole numbers in word form. (through 999,000)		<b>3.NSBT.4</b> Read and <u>write</u> numbers through 999,999 in standard form and equations in expanded form.
3-2.3 Apply an algorithm to add and subtract whole numbers fluently.	3.NBT.2: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	<b>3.NBST.2</b> Add and subtract whole numbers fluently to 1,000 using knowledge of place value and properties of operations.
3-2.4 Apply procedures to round any whole number to the nearest 10, 100, or 1000.	3.NBT.1: Use place value understanding to round whole numbers to the nearest 10 or 100.	<b>3.NBST.1</b> Use place value understanding to round whole numbers to the nearest 10 or 100.
3-2.5 Understand fractions as parts of a whole.	3.NF.1: Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by $a$ parts of size $1/b$ .	<b>3.NSF.1</b> Develop an understanding of fractions (denominators limited to 2, 3, 4, 6, 8, 10) as numbers. <b>a.</b> A fraction $1/b$ (called a unit fraction) is the quantity formed by one part when a whole is partitioned into $b$ equal parts;

		<p><b>b.</b> A fraction <math>a/b</math> is the quantity formed by <math>a</math> parts of size <math>1/b</math>;</p> <p><b>c.</b> A fraction is a number that can be represented on a number line based on counts of a unit fraction;</p> <p><b>d.</b> A fraction can be represented using set, area, and linear models.</p>
<p>3–2.6 Represent fractions that are greater than or equal to 1.</p>	<p>3.NF.2: Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>a. Represent a fraction <math>1/b</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line.</p> <p>b. Represent a fraction <math>a/b</math> on a number line diagram by marking off <math>a</math> lengths <math>1/b</math> from 0. Recognize that the resulting interval has size <math>a/b</math> and that its endpoint locates the number <math>a/b</math> on the number line.</p>	<p><b>3.NSF.2</b> Explain fraction equivalence (denominators 2, 3, 4, 6, 8, 10) by demonstrating an understanding that:</p> <p>a. two fractions are equal if they are the same size, based on the same whole, or at the same point on a number line;</p> <p>b. fraction equivalence can be represented using set, area, and linear models;</p> <p>c. Whole numbers can be written as fractions (e.g., <math>4 = \frac{4}{1}</math> and <math>1 = \frac{4}{4}</math>);</p> <p>d. fractions with the same numerator or same denominator can be compared by reasoning about their size based on the same whole.</p> <p><b>3.NSF.3</b> Develop an understanding of mixed numbers (denominators limited to 2, 3, 4, 6, 8, 10) as iterations of unit fractions on a number line.</p>

<p>3–2.7 Recall basic multiplication facts through 12 x 12 and the corresponding division facts.</p>	<p>3.OA.7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>	<p><b>3.ATO.7</b> Demonstrate fluency with basic multiplication and related division facts of products and dividends through 100.</p>
<p>3–2.8 Compare the inverse relationship between multiplication and division.</p>	<p>3.OA.6: Understand division as an unknown-factor problem. <i>For example, find <math>32 \div 8</math> by finding the number that makes 32 when multiplied by 8.</i></p>	<p><b>3.ATO.6</b> Understand division as a missing factor problem.</p>
<p>3–2.9 Analyze the effect that adding, subtracting, or multiplying odd and/or even numbers has on the outcome.</p>	<p>3.OA.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>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.</i></p>	<p><b>3.ATO.9</b> Identify a rule for an arithmetic pattern (including patterns in the addition table or multiplication table).</p>
<p>3-2.10 Generate strategies to multiply and divide whole numbers by using one single-digit factor and one multi-digit factor.</p>	<p>3.OA.2: Interpret whole-number quotients of whole numbers, e.g., interpret <math>56 \div 8</math> as the number of objects in each share when</p>	<p><b>3.ATO.1</b> Use concrete objects, drawings and symbols to represent multiplication facts of two single-digit whole numbers and explain the relationship between the</p>

	<p>56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as <math>56 \div 8</math>.</i></p> <p>3.OA.5: Apply properties of operations as strategies to multiply and divide. (Note: Students need not use formal terms for these properties.) <i>Examples: If <math>6 \times 4 = 24</math> is known, then <math>4 \times 6 = 24</math> is also known. (Commutative property of multiplication.) <math>3 \times 5 \times 2</math> can be found by <math>3 \times 5 = 15</math>, then <math>15 \times 2 = 30</math>, or by <math>5 \times 2 = 10</math>, then <math>3 \times 10 = 30</math>. (Associative property of multiplication.) Knowing that <math>8 \times 5 = 40</math> and <math>8 \times 2 = 16</math>, one can find <math>8 \times 7</math> as <math>8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56</math>. (Distributive property.)</i></p>	<p>factors (0-10) and the product.</p> <p><b>3.ATO.2</b> Use concrete objects, drawings and symbols to represent division without remainders and explain the relationship among the whole-number quotient (0-10), divisor (1-10), and dividend.</p> <p><b>3.ATO.5</b> Apply properties of operations (Commutative Property of Multiplication, Associative Property of Multiplication, Distributive Property) as strategies to multiply and divide and explain the reasoning.</p>
<p>3–2.11 Use basic number combinations to compute related multiplication problems that</p>	<p>3.NBT.3: Multiply one-digit whole numbers by multiples of 10 in the range 10–90</p>	<p><b>3.NBST.3</b> Multiply one-digit whole numbers by multiples of 10 in the range 10-90, using knowledge of</p>

involve multiples of 10.	(e.g., $9 \times 80$ , $5 \times 60$ ) using strategies based on place value and properties of operations.	place value and properties of operations.
3-2.12 Analyze the magnitude of digits through 999,999 on the basis of their place value.		<b>3.NSBT.5</b> Compare and order numbers through 999,999 and represent the comparison using the symbols $>$ , $=$ , or $<$ .
3-3.1 Create numeric patterns that involve whole-number operations.	3:OA.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>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.</i>	<b>3.ATO.9</b> Identify a rule for an arithmetic pattern (including patterns in the addition table or multiplication table).
3-3.2 Apply procedures to find missing numbers in numeric patterns that involve whole-number operations.	3.OA.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 \times ? = 48</math>, <math>5 = \square \div 3</math>, <math>6 \times 6 = ?</math>.</i>	<b>3.ATO.4</b> Determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is a missing factor, product, dividend, divisor, or quotient.
3-3.3 Use symbols to represent an unknown quantity in a simple addition, subtraction, or	3.OA.8: Solve two-step word problems using the four operations. Represent	<b>3.ATO.8</b> Solve two-step real-world problems using addition, subtraction, multiplication and

multiplication equation.	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. (Note: This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order -- Order of Operations.)	division of whole numbers and having whole number answers. Represent these problems using equations with a letter for the unknown quantity.
3-3.4 Illustrate situations that show change over time as increasing.	Moved to 6-8	Moved to 6-8
3-4.1 Identify the specific attributes of circles: center, radius, circumference, and diameter.	Moved to 6-8 with a higher degree of expectation other than simply identify.	Moved to 6-8 with a higher degree of expectation other than simply identify.
3-4.2 Classify polygons as either triangles, quadrilaterals, pentagons, hexagons, or octagons according to the number of their sides.	3.G.1: Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g.,	<b>3.G.1</b> Understand that shapes in different categories (rhombus, rectangle, square, and other 4-sided shapes) may share attributes (4-sided figures) and the shared attributes can define a larger category (quadrilateral). Recognize rhombuses, rectangles, and squares as examples of

	quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
3-4.3 Classify lines and line segments as either parallel, perpendicular, or intersecting.	Moved to 4 <sup>th</sup> Grade	Moved to 4 <sup>th</sup> Grade
3-4.4 Classify angles as either right, acute, or obtuse.		<b>3.G.3</b> Use a right angle as a benchmark to identify and sketch acute and obtuse angles.
3-4.5 Classify triangles by lengths of side (scalene, isosceles, equilateral) and by sizes of angles. (acute, obtuse, right)		
3-4.6 Exemplify points, lines, line segments, rays, angles.	Moved to 4 <sup>th</sup> Grade	Moved to 4 <sup>th</sup> Grade
3-4.7 Analyze the results of combining and <u>subdividing</u> circles, triangles, quadrilateral's, pentagons, hexagons, and octagons.	3.G.2: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i>	<b>3.G.2</b> Partition two-dimensional shapes into 2, 3, 4, 6, or 8 parts with equal areas and express the area of each part using the same unit fraction. Recognize that equal parts of identical wholes need not have the same shape.
3-4.8 Predict the results of one transformation (slide, flip, turn) of a geometric shape.	Moved to 6-8	Moved to 6-8

<p>3-5.1 Use the fewest possible number of coins when making change.</p>		
<p>3–5.2 Use appropriate tools to measure objects to the nearest unit: measuring length in meters and half inches; measuring liquid volume in fluid ounces, pints, and liters; and measuring mass in grams.</p>	<p>3.MD.2: <u>Measure</u> and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Note: Excludes compound units such as cm<sup>3</sup> and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Note: Excludes multiplicative comparison problems -- problems involving notions of “times as much”; see Glossary, Table 2.)</p>	<p><b>3.MDA.2</b> Estimate and <u>measure</u> liquid volumes (capacity) in customary units (c., pt., qt., gal.) and metric units (mL, L) to the nearest whole unit.</p>
<p>3–5.3 Recognize the relationship between meters and yards, kilometers and miles, liters and quarts, and kilograms and pounds.</p>		

<p>3–5.4 Use and reference to make comparisons and <u>estimates</u> associated with length, liquid volume, and mass and weight: meters compared to yards, kilometers to miles, liters to quarts, and kilograms to pounds.</p>	<p>3.MD.2: Measure and <u>estimate</u> liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Note: Excludes compound units such as cm<sup>3</sup> and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Note: Excludes multiplicative comparison problems -- problems involving notions of “times as much”; see Glossary, Table 2.)</p>	<p><b>3.MDA.2</b> <u>Estimate</u> and measure liquid volumes (capacity) in customary units (c., pt., qt., gal.) and metric units (mL, L) to the nearest whole unit.</p>
<p>3–5.5 Generate strategies to determine the perimeters of polygons.</p>	<p>3.MD.8: Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area</p>	<p><b>3.MDA.6</b> 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.</p>

	and different perimeters.	
3–5.6 Use analog and digital clocks to tell time to the nearest minute.	3.MD.1: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	<b>3.MDA.1</b> Use analog and digital clocks to determine and record time to the nearest minute, using a.m. and p.m.; measure time intervals in minutes; and solve problems involving addition and subtraction of time intervals within 60 minutes.
3-5.7 Recall equivalencies associated with <u>length</u> (36 inches = 1 yard) and <u>time</u> (60 seconds = 1 minute).		
3-6.1 Apply a procedure to find the range of a data set.	Moved to 6-8	Moved to 6-8
3–6.2 Organize data in tables, bar graphs, and dot plots.  3–6.3 Interpret data in tables, bar graphs, pictographs, and dot plots.  3–6.4 Analyze dot plots and bar graphs to make predictions about populations.	3.MD.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>	<b>3.MDA.3</b> Collect, organize, classify, and interpret data with multiple categories and draw a scaled picture graph and a scaled bar graph to represent the data.
3-6.5 Compare the benefits of multiple representations of a given data set. (tabular, dot plot, bar graph)	Moved to 6-8	Moved to 6-8

3-6.6 Predict based on data if events are likely, unlikely, certain, or impossible.	Moved to 6-8	Moved to 6-8
3-6.7 Understand when the probability of an event is 0 or 1.	Moved to 6-8	Moved to 6-8
	3.OA.1: Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as <math>5 \times 7</math>.</i>	
	3.OA.3: 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. (Note: See Glossary, Table 2.)	<b>3.ATO.3</b> Solve real-world problems involving equal groups, area/array, and number line models using basic multiplication and related division facts. Represent the problem situation using an equation with a symbol for the unknown.
Moved down from 4 <sup>th</sup> Grade	3.NF.3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they	<b>3.NF.2</b> Explain fraction equivalence (i.e., denominators 2, 3, 4, 6, 8, 10) by demonstrating an understanding that: a. two fractions are equal if they are the same size, based on the

	<p>are the same size, or the same point on a number line.</p> <p>b. Recognize and generate simple equivalent fractions, e.g., <math>1/2 = 2/4</math>, <math>4/6 = 2/3</math>). Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p> <p>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form <math>3 = 3/1</math>; recognize that <math>6/1 = 6</math>; locate <math>4/4</math> and 1 at the same point of a number line diagram.</i></p> <p>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 <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</p>	<p>same whole, or at the same point on a number line;</p> <p>b. fraction equivalence can be represented using set, area, and linear models;</p> <p>c. whole numbers can be written as fractions (e.g., <math>4 = \frac{4}{1}</math> and <math>1 = \frac{4}{4}</math>);</p> <p>d. fractions with the same numerator or same denominator can be compared by reasoning about their size based on the same whole.</p>
	<p>3.MD.4: Generate measurement data by</p>	<p><b>3.MDA.4</b> Generate data by measuring length to the nearest</p>

	<p>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.</p>	<p>inch, half-inch and quarter-inch and organize the data in a line plot using a horizontal scale marked off in appropriate units.</p>
	<p>3.MD.5: Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>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.</p> <p>b. A plane figure which can be covered without gaps or overlaps by <math>n</math> unit squares is said to have an area of <math>n</math> square units.</p>	<p><b>3.MDA.5</b> Understand the concept of area measurement.</p> <p>a. Recognize area as an attribute of plane figures;</p> <p>b. Measure area by building arrays and counting standard unit squares;</p> <p>c. Determine the area of a rectilinear polygon and relate to multiplication and addition.</p>
Moved down from 4 <sup>th</sup> Grade	<p>3.MD.6: Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p>	<p><b>3.MDA.5</b> Understand the concept of area measurement.</p> <p>a. Recognize area as an attribute of plane figures;</p> <p>b. Measure area by building arrays and counting standard unit squares;</p> <p>c. Determine the area of a rectilinear polygon and relate to multiplication and addition.</p>

	<p>3.MD.7: Relate area to the operations of multiplication and addition.</p> <p>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.</p> <p>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.</p> <p>c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths <math>a</math> and <math>b + c</math> is the sum of <math>a \times b</math> and <math>a \times c</math>. Use area models to represent the distributive property in mathematical reasoning.</p> <p>d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-</p>	<p><b>3.MDA.5</b> Understand the concept of area measurement.</p> <p>a. Recognize area as an attribute of plane figures;</p> <p>b. Measure area by building arrays and counting standard unit squares;</p> <p>c. Determine the area of a rectilinear polygon and relate to multiplication and addition.</p>
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	overlapping parts, applying this technique to solve real world problems.	
Moved down from 4 <sup>th</sup> Grade		<b>3.G.4</b> Identify a three-dimensional shape (right rectangular prism, right triangular prism, pyramid) based on a given two-dimensional net and explain the relationship between the shape and the net.

<b>4th Grade Comparison</b>		
<b>2007 SC Academic Standards for Mathematics</b>	<b>Common Core Standards for Mathematics</b>	<b>South Carolina College- and Career-Ready Standards for Mathematics</b>
4-2.1 Recognize the period in the place-value structure of whole numbers: units, thousands, millions, and billions.	4.NBT.2: Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	<b>4.NSBT.2</b> Recognize math periods and number patterns within each period to read and write in standard form large numbers through 999,999,999.
4-2.2 Apply divisibility rules for 2, 5, and 10.		
4-2.3 Apply an algorithm to multiply whole numbers fluently.	4.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.	<b>4.NSBT.5</b> Multiply up to a four-digit number by a one-digit number and multiply a two-digit number by a two-digit number using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using rectangular arrays, area models and/or equations.
4-2.4 Explain the effect on the product when one of the factors is changed.	4.OA.1: Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many	<b>4.ATO.1</b> Interpret a multiplication equation as a comparison. For example, interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as

	as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
4-2.5 Generate strategies to divide whole numbers by single-digit divisors.	4.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.	<b>4.NSBT.6</b> Divide up to a four-digit dividend by a one-digit divisor using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.
4-2.6 Analyze the magnitude of digits through hundredths on the basis of their place value.  4-2.7 Compare decimals to hundredths by using the terms <i>less than</i> , <i>is greater than</i> , and <i>is equal to</i> and the symbols.	4.NF.7: Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual model.	<b>4.NSF.7</b> Compare and order decimal numbers to hundredths, and justify using concrete and visual models

<p>4-2.8 Apply strategies and procedures to find equivalent forms of fractions.</p>	<p>4.NF.1: Explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times b)</math> by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>4.NF.5: Express a fraction with denominator 10 as an <u>equivalent fraction</u> with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. <i>For example, express <math>3/10</math> as <math>30/100</math>, and add <math>3/10 + 4/100 = 34/100</math>. (Note: Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.)</i></p>	<p><b>4.NSF.1</b> Explain why a fraction (denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100), <math>a/b</math>, is equivalent to a fraction, <math>(nxa)/(nxb)</math>, by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p><b>4.NSF.5</b> Express a fraction with a denominator of 10 as an <u>equivalent fraction</u> with a denominator of 100 and use this technique to add two fractions with respective denominators of 10 and 100.</p>
<p>4–2.9 Compare the relative size of fractions to the benchmarks 0,</p>	<p>4.NF.2: Compare two fractions with different</p>	<p><b>4.NSF.2</b> Compare two given fractions (denominators 2, 3, 4,</p>

<p>1/2, and 1.</p>	<p>numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</p>	<p>5, 6, 8, 10, 12, 25, 100) by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2 and represent the comparison using the symbols <math>&gt;</math>, <math>&lt;</math>, or <math>=</math>.</p>
<p>4–2.10 Identify the common fraction/decimal equivalents <math>1/2 = .5</math>, <math>1/4 = .25</math>, <math>3/4 = .75</math>, <math>1/3 .33</math>, <math>2/3 .67</math>, multiples of <math>1/10</math>, and multiples of <math>1/100</math>.</p> <p>4–2.11 Represent improper fractions, mixed numbers, and decimals</p>	<p>4.NF.5: Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. <i>For example, express <math>3/10</math> as <math>30/100</math>, and add <math>3/10 + 4/100 = 34/100</math>.</i> (Note: Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.)</p>	<p><b>4.NSF.6</b> Write a fraction with a denominator of 10 or 100 using decimal notation, and read and write a decimal number as a fraction.</p>

	<p>4.NF.6: Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as <math>\frac{62}{100}</math>; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i></p>	
<p>4–2.11 Represent improper fractions, mixed numbers, and decimals.</p>	<p>4.NF.3: Understand a fraction <math>\frac{a}{b}</math> with <math>a &gt; 1</math> as a sum of fractions <math>\frac{1}{b}</math>.</p> <p>a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>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. <i>Examples:</i> <math>\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}</math>; <math>\frac{3}{8} = \frac{1}{8} + \frac{2}{8}</math>; <math>2 \frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}</math>.</p> <p>c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and</p>	

	<p>the relationship between addition and subtraction.</p> <p>d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p>	
4-2.12 Generate strategies to add and subtract decimals through hundredths.	Moved to 5 <sup>th</sup> Grade	Moved to 5 <sup>th</sup> Grade
<p>4–3.1 Analyze numeric, nonnumeric, and repeating patterns involving all operations and decibel patterns through hundreds.</p> <p>4–3.2 Generalize a rule for numeric, nonnumeric, and repeating patterns involving all operations.</p> <p>4–3.3 Use a rule to complete a sequence or a table.</p>	<p>4.OA.5: Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p>	<p><b>4.ATO.5</b> Generate a number or shape pattern that follows a given rule and determine a term that appears later in the sequence.</p>
4–3.4 Translate among letters, symbols, and words to represent quantities in simple mathematical expressions or equations.	4.OA.3: Solve multistep word problems posed with whole numbers and having whole-number answers	<b>4.ATO.3</b> Solve multi-step real-world problems using the four operations. Represent the problem using an equation with

	using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	a variable as the unknown quantity.
4–3.5 Apply procedures to find the value of an unknown letter or symbol in a whole-number equation.	4.OA.2: Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (Note: See Glossary, Table 2.)	<b>4.ATO.2</b> Solve real-world problems using multiplication (product unknown) and division (group size unknown, number of groups unknown).
4-3.6 Illustrate situations that show change over time as either increasing, decreasing, or varying.	Moved to 6-8	Moved to 6-8
4-4.1 Analyze the quadrilaterals squares, rectangles, trapezoids, rhombuses, and parallelograms according to their properties.	4.G.2: Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize	<b>4.G.2</b> Classify quadrilaterals based on the presence or absence of parallel or perpendicular lines.  <b>4.G.3</b> Recognize right triangles as a category, and identify right

	right triangles as a category, and identify right triangles.	triangles.
4-4.2 Analyze the relationship between three-dimensional geometric shapes (cubes, rectangular prisms, cylinders) and their two-dimensional nets.	Moved to 3 <sup>rd</sup> Grade	Moved to 3 <sup>rd</sup> Grade
4-4.3 Predict the results of multiple transformations (translation, reflection, rotation) of the same type on a two-dimensional geometric shape.	Moved to 6-8	Moved to 6-8
4-4.4 Represent two-dimensional shapes (trapezoid, rhombus, parallelogram) and three-dimensional shapes (cube, rectangular prism, cylinder).		
4-4.5 Use transformation(s) to prove congruency.	Moved to 6-8	Moved to 6-8
4-4.6 Represent points, line segments, rays, angles, and polygons.	4.G.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	<b>4.G.1</b> Draw points, lines, line segments, rays, angles (right, acute, obtuse), and parallel and perpendicular lines. Identify these in two-dimensional figures.
4-4.7 Represent the location of points in the first quadrant of a coordinate grid with ordered pairs of whole numbers.	Moved to 5 <sup>th</sup> Grade	Moved to 5 <sup>th</sup> Grade
4-4.8 Illustrate possible paths from one point to another along vertical and horizontal grid		

lines in the first quadrant of the coordinate plane.		
4-5.1 Use appropriate tools and units to measure objects to the nearest unit: length (one-fourth inch, centimeter, millimeter), weight (milligram, pound, kilogram), and liquid volume (cup, quart, liter).	Moved to 3 <sup>rd</sup> Grade	Moved to 3 <sup>rd</sup> Grade
4–5.2 Compare angle measurements with reference angles of 45°, 90°, and 180° to estimate angle measures.	<p>4.MD.5: Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <p>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 <math>\frac{1}{360}</math> of a circle is called a “one-degree angle,” and can be used to measure angles.</p> <p>b. An angle that turns through <math>n</math> one-degree angles is said to have an angle measure of <math>n</math> degrees.</p>	<b>4.MDA.5</b> Understand the relationship of an angle measurement to a circle.

<p>4–5.3 Use equivalencies to convert units of measure within the same units. Customary System: converting lengths in inches, feet, yards, and Miles; converting weight in ounces, pounds, and tons; converting liquid volume in cups, pints, quarts, and gallons; and converting time in years, months, weeks, days, hours, minutes, and seconds.</p>	<p>4.MD.1: Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p>	<p><b>4.MDA.1</b> Convert measurements within a single system of measurement, customary (in., ft., yd., oz., lb., sec., min., hr.) or metric (cm, m, km, g, kg, mL, L) from a larger to a smaller unit.</p>
<p>4-5.4 Analyze the perimeter of a polygon.</p> <p>4-5.5 Generate strategies to determine the area of rectangles and triangles.</p>	<p>4.MD.3: Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i></p>	<p><b>4.MDA.3</b> Apply the area and perimeter formulas for rectangles.</p>
<p>4–5.6 Apply strategies and procedures to determine the amount of elapsed time in hours and minutes within a 12-hour</p>	<p>4.MD.2 Use the four operations to solve word problems involving distances, intervals of time,</p>	<p><b>4.MDA.2</b> Solve real-world problems involving distance/length, intervals of time within 12 hours, liquid volume,</p>

<p>period, either a.m. or p.m.</p>	<p>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.</p>	<p>mass, and money using the four operations.</p>
<p>4-5.7 Use a Celsius and Fahrenheit thermometer to determine temperature changes during time intervals.</p>		
<p>4–5.8 Recall equivalencies associated with liquid volume, time, weight, and length: 8 liquid ounces = 1 cup, 2 cups = 1 pint, 2 pints = 1 quart, 4 quarts = 1 gallon; 365 days = 1 year, 52 weeks = 1 year; 16 ounces = 1 pound, 2000 pounds = 1 ton; and 5280 feet = 1 mile.</p>	<p>4.MD.1: Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing</i></p>	

	<i>the number pairs (1, 12), (2, 24), (3, 36), ...</i>	
4-5.9 Exemplify situations in which highly accurate measurements are required.		
4-6.1 Compare how data-collection methods impact survey results.		
4-6.2 Interpret data in graphical displays with scale increments greater than or equal to one (tables, line graphs, bar graphs, double bar graphs).	Increments of 1 addressed in 2 <sup>nd</sup> Grade; greater than 1 in 3 <sup>rd</sup> Grade	Increments of 1 addressed in 2 <sup>nd</sup> Grade; greater than 1 in 3 <sup>rd</sup> Grade
4-6.3 Organize data in tables, line graphs, and bar graphs whose scale increments are greater than or equal to 1.	4.MD.4: Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i>	<b>4.MDA.4</b> Create a line plot to display a data set (generated by measuring length to the nearest quarter-inch and eighth-inch) and interpret the line plot.
4-6.4 Distinguish between categorical and numerical data.		

4-6.5 Match categorical and numerical data to appropriate graphs.		
4-6.6 Predict based on data if events are <i>likely, unlikely, certain, impossible, or equally likely</i> .	Moved to 6-8	Moved to 6-8
4-6.7 Analyze possible outcomes of a simple event.	Moved to 6-8	Moved to 6-8
Came from 5 <sup>th</sup> Grade	4.OA.4: Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	<b>4.ATO.4</b> Recognize that a whole number is a multiple of each of its factors. Find all factors for a whole number in the range 1-100 and determine whether the whole number is prime or composite.
	4.NBT.1: Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that <math>700 \div 70 = 10</math> by applying concepts of place value and division.</i>	<b>4.NSBT.1</b> Understand that, in a multi-digit whole number, a digit represents ten times what the same digit represents in the place to its right.
	4.NBT.3: Use place value understanding to round	<b>4.NSBT.3</b> Use rounding as one form of estimation and round

	multi-digit whole numbers to any place.	whole numbers to any given place value.
	4.NBT.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm.	<b>4.NSBT.4</b> Fluently add and subtract multi-digit whole numbers using strategies to include a standard algorithm.
Moved down from 5 <sup>th</sup> Grade		<b>4.NSF.3</b> Develop an understanding of addition and subtraction of fractions (denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) based on unit fractions. a. Compose and decompose a fraction in more than one way, recording each composition and decomposition as an addition or subtraction equation; b. Add and subtract mixed numbers with like denominators; c. Solve real-world problems involving addition and subtraction of fractions referring to the same whole and having like denominators.
Moved down from 6 <sup>th</sup> Grade	4.NF.4: Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a. Understand a fraction $a/b$ as a multiple of $1/b$ . <i>For example, use a visual fraction model to represent <math>5/4</math> as the product <math>5 \times (1/4)</math>, recording the</i>	<b>4.NSF.4</b> Apply and extend an understanding of multiplication by multiplying a whole number and a fraction (denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100). <b>a.</b> Understand a fraction $a/b$ as a multiple of $1/b$ . <b>b.</b> Understand a multiple of $a/b$ as a multiple of $1/b$ , and use this understanding to multiply

	<p><i>conclusion by the equation <math>5/4 = 5 \times (1/4)</math>.</i></p> <p>b. Understand a multiple of <math>a/b</math> as a multiple of <math>1/b</math>, and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express <math>3 \times (2/5)</math> as <math>6 \times (1/5)</math>, recognizing this product as <math>6/5</math>. (In general, <math>n \times (a/b) = (n \times a)/b</math>.)</i></p> <p>c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. <i>For example, if each person at a party will eat <math>3/8</math> 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?</i></p>	<p>a fraction by a whole number.</p> <p>c. Solve real-world problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.</p>
<p>Moved down from 5<sup>th</sup> Grade</p>	<p>4.MD.6: Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p>	<p><b>4.MDA.6</b> Measure and draw angles in whole number degrees using a protractor.</p>
	<p>4.MD.7: Recognize angle measure as additive. When an angle is decomposed into</p>	<p><b>4.MDA.7</b> Solve addition and subtraction problems to find unknown angles in real-world</p>

	<p>non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p>	<p>and mathematical problems.</p>
Moved up from 2 <sup>nd</sup> Grade		<b>4.MDA.8</b> Determine the value of a collection of coins and bills greater than \$1.00.
Moved up from 2 <sup>nd</sup> Grade with more depth and down from 5 <sup>th</sup> Grade	<p>4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>	<p><b>4.G.4</b> Recognize a line of symmetry for a two – dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>

<b>5th Grade Comparison</b>		
<b>2007 SC Academic Standards for Mathematics</b>	<b>Common Core Standards for Mathematics</b>	<b>South Carolina College- and Career-Ready Standards for Mathematics</b>
5–2.1 Analyze the magnitude of the digit on the basis of its place value, using whole numbers and decimal numbers through thousandths.	5.NBT.1: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	<b>5.NSBT.1</b> Understand that, in a multi-digit whole number, a digit in one place represents 10 times what the same digit represents in the place to its right, and represents 1/10 times what the same digit represents in the place to its left.
5-2.2 Apply an algorithm to divide whole numbers fluently.	5.NBT.6: Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	<b>5.NSBT.6</b> Divide up to a four-digit dividend by a two-digit divisor, using strategies based on place value, the properties of operations, and the relationship between multiplication and division.
5-2.3 Understand the relationship among the divisor, dividend, and quotient.	Moved to 3 <sup>rd</sup> Grade	Moved to 3 <sup>rd</sup> Grade
5–2.4 Compare whole number, decimals, and fractions by using the symbols $<$ , $>$ , and $=$ .	5.NBT.3: Read, write, and <u>compare</u> decimals to thousandths. a. Read and write decimals to thousandths using base-	<b>5.NSBT.3</b> Read and write decimals in standard and expanded form. <u>Compare</u> two decimal numbers to the thousandths using $>$ , $=$ , or $<$ .

	<p>ten numerals, number names, and expanded form, e.g., <math>347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)</math>.</p> <p>b. Compare two decimals to thousandths based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p>	
5-2.5 Apply an algorithm to add and subtract decimals. (through thousandths).	5.NBT.7: <u>Add, subtract, multiply, and divide</u> 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.	<b>5.NSBT.7</b> <u>Add, subtract, multiply, and divide</u> decimal numbers to hundredths using concrete area models or drawings.
5-2.6 Classify numbers as prime or composite.	Moved to 6-8	Moved to 6-8
5-2.7 Generate strategies to find the greatest common factor and least common multiple of two whole numbers.	While not a standalone standard, the content is addressed with addition of fractions in the standard below. This is specifically addressed in 6-8.	While not a standalone standard, the content is addressed with addition of fractions in the standard below. This is specifically addressed in 6-8.

<p>5-2.8 Generate strategies to add and subtract fractions with like and unlike denominators.</p>	<p>5.NF.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, <math>\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}</math>. (In general, <math>\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}</math>.)</i></p> <p>5.NF.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result <math>\frac{2}{5} + \frac{1}{2} = \frac{3}{7}</math>, by observing that <math>\frac{3}{7} &lt; \frac{1}{2}</math>.</i></p>	<p><b>5.NSF.1</b> Add and subtract fractions with unlike denominators (including mixed numbers) using a variety of models, including the area model and number line.</p> <p><b>5.NSF.2</b> Solve real-world problems involving addition and subtraction of fractions with unlike denominators.</p>
<p>5.2-9 Apply divisibility rules for 3, 6, and 9.</p>		

<p>5–3.1 Represent <u>numeric</u>, algebraic, and geometric patterns in words, symbols, algebraic expressions, and algebraic equations.</p>	<p>5.OA.3: Generate two <u>numerical</u> patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i></p>	<p><b>5.ATO.3</b> Investigate the relationship between two <u>numerical</u> patterns.</p> <ol style="list-style-type: none"> <li><u>Generate</u> two numerical patterns given two rules and organize in tables;</li> <li><u>Translate</u> the two numerical patterns into two sets of ordered pairs;</li> <li>Graph the two sets of ordered pairs on the same coordinate plane;</li> <li>Identify the relationship between the two numerical patterns.</li> </ol>
<p>5-3.2 Analyze patterns and functions with words, tables, and graphs.</p>	<p>Moved to 6-8</p>	<p>Moved to 6-8</p>
<p>5–3.3 Match tables, graphs, expressions, equations, and verbal descriptions of the same problems situation.</p>	<p>5.OA.2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7,</i></p>	<p><b>5.ATO.2</b> Translate verbal phrases into numerical expressions and interpret numerical expressions as verbal phrases.</p>

	<i>then multiply by 2" as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</i>	
5-3.4 Identify applications of commutative, associative, and distributive properties with whole numbers.		Addressed in 2 <sup>nd</sup> – 5 <sup>th</sup> Grades
5-3.5 Analyze situations that show change over time.		
5–4.1 Apply the relationships of quadrilaterals to make logical arguments about their properties.	<p>5.G.3: Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i></p> <p>5.G.4: Classify two-dimensional figures in a hierarchy based on properties.</p>	<p><b>5.G.3</b> Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.</p> <p><b>5.G.4</b> Classify two-dimensional figures in a hierarchy based on their attributes.</p>
5-4.2 Compare attributes (angles, side lengths, perimeter) of congruent shapes.	Attributes are addressed in lower grades but congruent shapes are introduced in 6-8.	Attributes are addressed in lower grades but congruent shapes are introduced in 6-8.

5-4.3 Classify shapes as congruent.	Moved to 6-8	Moved to 6-8
5-4.4 Translate between two-dimensional representations and three-dimensional objects.	Nets moved to 3 <sup>rd</sup> Grade	Nets moved to 3 <sup>rd</sup> Grade
5-4.5 Predict the results of combined multiple transformations (translation, reflection, rotation) on a geometric shape.	Moved to 6-8	Moved to 6-8
5-4.6 Analyze shapes to determine line symmetry and/or rotational symmetry.	Moved to 4 <sup>th</sup> Grade	Moved to 4 <sup>th</sup> Grade
5-5.1 Use appropriate tools and units to measure objects to the precision of one-eighth inch.		
5-5.2 Use a protractor to measure angles from 0 to 180 degrees.	Moved to 4 <sup>th</sup> Grade	Moved to 4 <sup>th</sup> Grade
5-5.3 Use equivalencies to convert units of measure within the metric system: converting length in millimeters, centimeters, meters, and kilometers; converting liquid volume in milliliters, centiliters, liters, and kiloliters; and converting mass in milligrams, centigrams, grams, and kilograms.	5.MD.1: Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	5.MDA.1 Convert measurements within a single system of measurement: customary (in., ft., yd., oz., lb., sec., min., hr.) or metric (mm, cm, m, km, g, kg, mL, L) from a larger to a smaller unit and a smaller to a larger unit.
5-5.4 Apply formulas to determine the perimeter and area of a shape (triangles, rectangles, parallelograms)	Moved to 4 <sup>th</sup> Grade	Moved to 4 <sup>th</sup> Grade

<p>5–5.5 Apply strategies and formulas to determine the volume of rectangular prisms.</p>	<p>5.MD.3: Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>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.</p> <p>b. A solid figure which can be packed without gaps or overlaps using <math>n</math> unit cubes is said to have a volume of <math>n</math> cubic units.</p> <p>5.MD.4: Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p> <p>5.MD.5: Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>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</p>	<p>5.MDA.3 Understand the concept of volume measurement.</p> <p>a. Recognize volume as an attribute of right rectangular prisms;</p> <p>b. Relate volume measurement to the operations of multiplication and addition by packing right rectangular prisms and then counting the layers of standard unit cubes;</p> <p>c. Determine the volume of right rectangular prisms using the formula derived from packing right rectangular prisms and counting the layers of standard unit cubes.</p>
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	<p>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.</p> <p>b. Apply the formulas <math>V = l \times w \times h</math> and <math>V = b \times h</math> 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.</p> <p>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.</p>	
<p>5-5.6 Apply procedures to determine the amount of elapsed time in hours, minutes, and seconds within a 24-hour period (a.m. and p.m.).</p>		<p>Moved to 4<sup>th</sup> Grade for 12-hour period</p>
<p>5-5.7 Understand the relationship between the Celsius and</p>		

Fahrenheit temperature scales.		
5-5.8 Recall equivalencies associated with length (10 millimeters = 1 centimeter, 100 centimeters = 1 meter, 1000 meters = 1 kilometer), liquid volume (10 milliliters = 1 centiliter, 100 centiliters = 1 liter, 1000 liters = 1 kiloliter), weight (10 milligrams = 1 centigram, 100 centigrams = 1 gram, 1000 grams = 1 kilogram).		
5-6.1 Design an investigation to address a question.		
5-6.2 Analyze how data collection methods affect the nature of the data set.	Moved to 6-8	Moved to 6-8
5-6.3 Apply procedures to calculate the measures of center (mean, median, mode).	Moved to 6-8	Moved to 6-8
5-6.4 Interpret the meaning and application of the measures of center.	Moved to 6-8	Moved to 6-8
5-6.5 Represent the probability of a single stage event in words and fractions.	Moved to 6-8	Moved to 6-8
5-6.6 Conclude why the sum of the probabilities of the outcomes of an experiment must equal 1.	Moved to 6-8	Moved to 6-8
	5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and	

	evaluate expressions with these symbols.	
	5.NBT.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	<b>5.NSBT.2</b> Using whole number exponents explain: a. patterns in the number of zeroes of the product when multiplying a number by powers of 10; b. patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.
	5.NBT.4: Use place value understanding to round decimals to any place.	<b>5.NSBT.4</b> Round decimals to any given place value within thousandths.
	5.NBT.5: Fluently multiply multi-digit whole numbers using the standard algorithm.	<b>5.NSBT.5</b> Fluently multiply multi-digit whole numbers using strategies to include a standard algorithm.
Moved down from 6-8	5.NF.3: Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). 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. <i>For example, interpret <math>3/4</math> as the result of</i>	<b>5.NSF.3</b> Understand the relationship between fractions and division of whole numbers by interpreting a fraction as the numerator divided by the denominator ( $\frac{a}{b} = a \div b$ ).

	<p><i>dividing 3 by 4, noting that <math>\frac{3}{4}</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size <math>\frac{3}{4}</math>. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i></p>	
<p>Moved down from 6-8</p>	<p>5.NF.4: Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>a. Interpret the product <math>(\frac{a}{b}) \times q</math> as <math>a</math> parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>. For example, use a visual fraction model to show <math>(\frac{2}{3}) \times 4 = \frac{8}{3}</math>, and create a story context for this equation. Do the same with <math>(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}</math>. (In general, <math>(\frac{a}{b}) \times (\frac{c}{d}) = \frac{ac}{bd}</math>.)</p> <p>b. Find the area of a rectangle with fractional</p>	<p>5.NSF.4 Extend the concept of multiplication to multiply a fraction or whole number by a fraction.</p> <p><b>a.</b> Recognize the relationship between multiplying fractions and finding the areas of rectangles with fractional side lengths.</p> <p><b>b.</b> Interpret multiplication of a fraction by a whole number and a whole number by a fraction and compute the product;</p> <p><b>c.</b> Interpret multiplication in which both factors are fractions less than one and compute the product.</p>

	<p>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. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p>	
<p>Moved down from 6-8</p>	<p>5.NF.5: Interpret multiplication as scaling (resizing), by:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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</li> </ol>	<p><b>5.NSF.5</b> Justify the reasonableness of a product when multiplying with fractions.</p> <ol style="list-style-type: none"> <li>a. Estimate the size of the product based on the size of the two factors;</li> <li>b. Explain why multiplying a given number by a number greater than 1 (e.g., improper fractions, mixed numbers, whole numbers) results in a product larger than the given number;</li> <li>c. Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number;</li> <li>d. Explain why multiplying the numerator and denominator by the same number has the same effect as multiplying the</li> </ol>

	the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying $a/b$ by 1.	fraction by 1.
Moved down from 6-8	5.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.	<b>5.NSF.6</b> Solve real-world problems involving multiplication of a fraction by a fraction or a mixed number.
Moved down from 6-8	5.NF.7: Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (Note: Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.) a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$ , and use a visual fraction model	<b>5.NSF.7</b> Extend the concept of division to divide unit fractions and whole numbers by using visual fraction models and equations. a. Interpret division of a unit fraction by a non-zero whole number and compute the quotient; b. Interpret division of a whole number by a unit fraction and compute the quotient.  <b>5.NSF.8</b> Solve real-world problems involving division of unit fractions and whole numbers by using visual fraction models and equations.

	<p>to show the quotient. Use the relationship between multiplication and division to explain that <math>(1/3) \div 4 = 1/12</math> because <math>(1/12) \times 4 = 1/3</math>.</p> <p>b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for <math>4 \div (1/5)</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>4 \div (1/5) = 20</math> because <math>20 \times (1/5) = 4</math>.</p> <p>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 <math>1/2</math> lb of chocolate equally? How many <math>1/3</math>-cup servings are in 2 cups of raisins?</p>	
	5.MD.2: Make a line plot to display a data set of	<b>5.MDA.2</b> Create a line plot consisting of unit fractions and

	<p>measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>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.</i></p>	<p>use operations on fractions to solve problems related to the line plot.</p>
<p>Moved down from 6-8</p>	<p><b>5.G.1:</b> 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</p>	<p><b>5.G.1</b> Define a coordinate system.</p> <ul style="list-style-type: none"> <li>a. The x- and y- axes are perpendicular number lines that intersect at 0 (the origin);</li> <li>b. Any point on the coordinate plane can be represented by its coordinates;</li> <li>c. The first number in an ordered pair is the x-coordinate and represents the horizontal distance from the origin;</li> <li>d. The second number in an ordered pair is the y-coordinate and represents the vertical distance from the origin.</li> </ul>

	names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	
Moved down from 6-8	5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	5.G.2 Plot and interpret points in the first quadrant of the coordinate plane to represent real-world and mathematical situations.
		5.MDA.4 Differentiate among perimeter, area and volume and identify which application is appropriate for a given situation.

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2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
6-2.1 Understand percents. (whole number percents through 100)	6.RP.3c: Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole given a part and the percent.	6.RP.3e: Understand that a percentage is a rate per 100 and use this to solve problems involving wholes, parts, and percentages.
6-2.2 Understand integers.	<p>6.NS.5: Apply and extend previous understandings of numbers to the system of rational numbers. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p>6.NS.6: Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., <math>-(-3) = 3</math>, and that 0 is its own opposite.</p> <p>b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p> <p>c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>	<p>6.NS.5: Understand that the positive and negative representations of a number are opposites in direction and value. Use integers to represent quantities in real-world situations and explain the meaning of zero in each situation.</p> <p>6.NS.6: Extend the understanding of the number line to include all rational numbers and apply this concept to the coordinate plane.</p> <p>a. Understand the concept of opposite numbers, including zero, and their relative locations on the number line.</p> <p>b. Understand that the signs of the coordinates in ordered pairs indicate their location on an axis or in a quadrant on the coordinate plane.</p> <p>c. Recognize when ordered pairs are reflections of each other on the coordinate plane across one axis, both axes, or the origin.</p> <p>d. Plot rational numbers on number lines and ordered pairs on coordinate planes.</p>

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2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
6-2.3 Compare rational numbers and percents (whole number percents through 100). ( $\leq$ , $\geq$ , $<$ , $>$ , $=$ )	6.NS.7: Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret <math>-3 &gt; -7</math> as a statement that <math>-3</math> is located to the right of <math>-7</math> on a number line oriented from left to right.</i> b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write <math>-3^\circ C &gt; -7^\circ C</math> to express the fact that <math>-3^\circ C</math> is warmer than <math>-7^\circ C</math>.</i>	6.NS.7: Understand and apply the concepts of comparing, ordering, and finding absolute value to rational numbers. a. Interpret statements using equal to ( $=$ ) and not equal to ( $\neq$ ). b. Interpret statements using less than ( $<$ ), greater than ( $>$ ), and equal to ( $=$ ) as relative locations on the number line. c. Use concepts of equality and inequality to write and to explain real-world and mathematical situations.
6-2.4 Apply an algorithm to add and subtract fractions	Moved to K-5	Moved to K-5
6-2.5 Generate strategies to multiply and divide fractions and decimals.	6.NS.3: Compute fluently with multi-digit numbers and find common factors and multiples. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	6.NS.3: Fluently add, subtract, multiply and divide multi-digit decimal numbers using a standard algorithmic approach.

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2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
6-2.6 Understand the relationship between ratios and rates to multiplication and division.	<p>6.RP.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”</i></p> <p>6.RP.2: Understand the concept of a unit rate <math>a/b</math> associated with a ratio <math>a:b</math> with <math>b \neq 0</math>, and use rate language in the context of a ratio relationship. <i>For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is <math>3/4</math> cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”</i></p>	<p>6.RP.1: Interpret the concept of a ratio as the relationship between two quantities, including part to part and part to whole.</p> <p>6.RP.2: Investigate relationships between ratios and rates.</p> <p>a. Translate between multiple representations of ratios (i.e., <math>aabb</math>, <math>bb,aa</math> to <math>bb</math>, visual models).</p> <p>b. Recognize that a rate is a type of ratio involving two different units.</p> <p>c. Convert from rates to unit rates.</p>
6-2.7 Apply strategies and procedures to determine values of powers of ten. (up to $10^6$ )	6.EE.1: Write and evaluate numerical expressions involving whole-number exponents.	6.EE.1: Write and evaluate numerical expressions involving whole-number exponents and positive rational number bases using the Order of Operations.
6-2.8 Represent the prime factorization of numbers using exponents.	6.EE.1: Write and evaluate numerical expressions involving whole-number exponents.	6.EE.1: Write and evaluate numerical expressions involving whole-number exponents and positive rational number bases using the Order of Operations.
6-2.9 Represent whole numbers using exponential form.	6.EE.1: Write and evaluate numerical expressions involving whole-number exponents.	6.EE.1: Write and evaluate numerical expressions involving whole-number exponents and positive rational number bases using the Order of Operations.

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<b>2007 SC Academic Standards for Mathematics</b>	<b>Common Core State Standards for Mathematics (2010)</b>	<b>South Carolina College- and Career-Ready Standards (2015)</b>
<p>6-3.1 Analyze numeric and algebraic patterns and pattern relationships.</p>	<p>6.EE.2: Write, read, and evaluate expressions in which letters stand for numbers.                      a. Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation “Subtract y from 5” as <math>5 - y</math>.</i>                      b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression <math>2(8 + 7)</math> as a product of two factors; view <math>(8 + 7)</math> as both a single entity and a sum of two terms.</i></p>	<p>6.EE.2: Extend the concepts of numerical expressions to algebraic expressions involving positive rational numbers.                      a. Translate between algebraic expressions and verbal phrases that include variables.                      b. Investigate and identify parts of algebraic expressions using mathematical terminology, including term, coefficient, constant, and factor.</p>
<p>6-3.2 Apply order of operations to simplify whole number expressions.</p>	<p>6.EE.2c: Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas <math>V = s^3</math> and <math>A = 6s^2</math> to find the volume and surface area of a cube with sides of length <math>s = 1/2</math>.</i></p>	<p>6.EE.2c: Evaluate real-world and algebraic expressions for specific values using the Order of Operations. Grouping symbols should be limited to parentheses, braces, and brackets. Exponents should be limited to whole-numbers.</p>

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2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
<p>6-3.3 Represent algebraic relationships with variables in expressions, simple equations, and simple inequalities.</p>	<p>6.EE.2: Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation “Subtract y from 5” as <math>5 - y</math>.</i></p> <p>6.EE.6: Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p> <p>6.EE.7: Solve real-world and mathematical problems by writing and solving equations of the form <math>x + p = q</math> and <math>px = q</math> for cases in which <math>p</math>, <math>q</math> and <math>x</math> are all nonnegative rational numbers.</p> <p>6.EE.8: Write an inequality of the form <math>x &gt; c</math> or <math>x &lt; c</math> to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form <math>x &gt; c</math> or <math>x &lt; c</math> have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p>	<p>6.EE.2: Extend the concepts of numerical expressions to algebraic expressions involving positive rational numbers. a. Translate between algebraic expressions and verbal phrases that include variables.</p> <p>6.EE.6 Write expressions using variables to represent quantities in real-world and mathematical situations. Understand the meaning of the variable in the context of the situation.</p> <p>6.EE.7 Write and solve one-step linear equations in one variable involving nonnegative rational numbers for real-world and mathematical situations.</p> <p>6.EE.8 Extend knowledge of inequalities used to compare numerical expressions to include algebraic expressions in real-world and mathematical situations. a. Write an inequality of the form <math>x &gt; c</math> or <math>x &lt; c</math> and graph the solution set on a number line. b. Recognize that inequalities have infinitely many solutions.</p>

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2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
<p>6-3.4 Use the commutative, associative, and distributive properties to show that two expressions are equivalent.</p>	<p>6.NS.4: Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, <i>express <math>36 + 8</math> as <math>4(9 + 2)</math>.</i></p> <p>6.EE.3: Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression <math>3(2 + x)</math> to produce the equivalent expression <math>6 + 3x</math>; apply the distributive property to the expression <math>24x + 18y</math> to produce the equivalent expression <math>6(4x + 3y)</math>; apply properties of operations to <math>y + y + y</math> to produce the equivalent expression <math>3y</math>.</i></p> <p>6.EE.4: Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for.</i></p>	<p>6.NS.4 Find common factors and multiples using two whole numbers.</p> <p>a. Compute the greatest common factor (GCF) of two numbers both less than or equal to 100.</p> <p>b. Compute the least common multiple (LCM) of two numbers both less than or equal to 12.</p> <p>c. Express sums of two whole numbers, each less than or equal to 100, using the distributive property to factor out a common factor of the original addends.</p> <p>6.EE.3 Apply mathematical properties (e.g., commutative, associative, distributive) to generate equivalent expressions.</p> <p>6.EE.4 Apply mathematical properties (e.g., commutative, associative, distributive) to justify that two expressions are equivalent.</p>
<p>6-3.5 Use inverse operations to solve one-step equations (whole number coefficients and solutions).</p>	<p>6.EE.7: Solve real-world and mathematical problems by writing and solving equations of the form <math>x + p = q</math> and <math>px = q</math> for cases in which <math>p</math>, <math>q</math> and <math>x</math> are all nonnegative rational numbers.</p>	<p>6.EE.7 Write and solve one-step linear equations in one variable involving nonnegative rational numbers for real-world and mathematical situations.</p>

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2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
6-4.1 Represent the location of points in a coordinate grid with ordered pairs of integers.	6.NS.8: Apply and extend previous understandings of numbers to the system of rational numbers. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	6.NS.8 Extend knowledge of the coordinate plane to solve real-world and mathematical problems involving rational numbers. a. Plot points in all four quadrants to represent the problem. b. Find the distance between two points when ordered pairs have the same x-coordinates or same y-coordinates. c. Relate finding the distance between two points in a coordinate plane to absolute value using a number line.
6-4.2 Apply strategies and procedures to find the coordinates of the missing vertex of a square, rectangle, or right triangle when given the coordinates of the polygon's other vertices.	6.G.3: Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	6.GM.3 Apply the concepts of polygons and the coordinate plane to real-world and mathematical situations. a. Given coordinates of the vertices, draw a polygon in the coordinate plane. b. Find the length of an edge if the vertices have the same x-coordinates or same y-coordinates.
6-4.3 Generalize the relationship between line symmetry and rotational symmetry for two-dimensional shapes.	Moved to K-5	Moved to K-5
6-4.4 Construct two-dimensional shapes with line or rotational symmetry.	Moved to K-5	Moved to K-5

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<p>6-4.5 Identify the transformation(s) used to move a polygon from one location to another in the coordinate plane.</p>	<p>Moved to 8<sup>th</sup> Grade</p> <p>8.G.2: Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.</p>	<p>8.GM.2 Apply the properties of rigid transformations (rotations, reflections, translations).</p> <p>a. Rotate geometric figures 90, 180, and 270 degrees, both clockwise and counterclockwise, about the origin.</p> <p>b. Reflect geometric figures with respect to the <math>x</math>-axis and/or <math>y</math>-axis.</p> <p>c. Translate geometric figures vertically and/or horizontally.</p> <p>d. Recognize that two-dimensional figures are only congruent if a series of rigid transformations can be performed to map the pre-image to the image.</p> <p>e. Given two congruent figures, describe the series of rigid transformations that justifies this congruence.</p>
<p>6-4.6 Explain how transformations affect the location of the original polygon in the coordinate plane.</p>	<p>Moved to 8<sup>th</sup> Grade</p> <p>8.G.3: Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.</p>	<p>8.GM.3 Investigate the properties of transformations (rotations, reflections, translations, dilations) using a variety of tools (e.g., grid paper, reflective devices, graphing paper, dynamic software).</p> <p>a. Use coordinate geometry to describe the effect of transformations on two-dimensional figures.</p> <p>b. Relate scale drawings to dilations of geometric figures.</p>

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2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
6-4.7 Compare attributes (angles, side lengths, perimeter) of similar shapes.	<p>Moved to 8<sup>th</sup> Grade</p> <p>8.G.1: Verify experimentally the properties of rotations, reflections, and translations:</p> <ul style="list-style-type: none"> <li>a. Lines are taken to lines, and line segments to line segments of the same length.</li> <li>b. Angles are taken to angles of the same measure.</li> <li>c. Parallel lines are taken to parallel lines.</li> </ul>	<p>8.GM.1 Investigate the properties of rigid transformations (rotations, reflections, translations) using a variety of tools (e.g., grid paper, reflective devices, graphing paper, technology).</p> <ul style="list-style-type: none"> <li>a. Verify that lines are mapped to lines, including parallel lines.</li> <li>b. Verify that corresponding angles are congruent.</li> <li>c. Verify that corresponding line segments are congruent.</li> </ul>
6-4.8 Classify shapes as similar.	<p>Moved to 8<sup>th</sup> Grade</p> <p>8.G.4: Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</p>	<p>8.GM.4 Apply the properties of transformations (rotations, reflections, translations, dilations).</p> <ul style="list-style-type: none"> <li>a. Dilate geometric figures using scale factors that are positive rational numbers.</li> <li>b. Recognize that two-dimensional figures are only similar if a series of transformations can be performed to map the pre-image to the image.</li> <li>c. Given two similar figures, describe the series of transformations that justifies this similarity.</li> <li>d. Use proportional reasoning to find the missing side lengths of two similar figures.</li> </ul>
6-4.9 Classify pairs of angles as complementary or supplementary.	<p>Moved to 7<sup>th</sup> Grade</p> <p>7.G.5: Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</p>	<p>7.GM.5 Write equations to solve problems involving the relationships between angles formed by two intersecting lines, including supplementary, complementary, vertical, and adjacent.</p>

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2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
6-5.1 Explain the relationships among the circumference, diameter, and radius of a circle.	<p>Moved to 7<sup>th</sup> Grade</p> <p>7.G.4: Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</p>	<p>7.GM.4 Investigate the concept of circles.</p> <p>a. Demonstrate an understanding of the proportional relationships between diameter, radius, and circumference of a circle.</p> <p>b. Understand that the constant of proportionality between the circumference and diameter is equivalent to <math>\pi</math>.</p> <p>c. Explore the relationship between circumference and area using a visual model.</p> <p>d. Use the formulas for circumference and area of circles appropriately to solve real-world and mathematical problems.</p>
6-5.2 Apply strategies and formulas with an approximation of pi (3.14, 22/7) to find the circumference and area of a circle.	<p>Moved to 7<sup>th</sup> Grade</p> <p>7.G.4: Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</p>	<p>7.GM.4 Investigate the concept of circles.</p> <p>a. Demonstrate an understanding of the proportional relationships between diameter, radius, and circumference of a circle.</p> <p>b. Understand that the constant of proportionality between the circumference and diameter is equivalent to <math>\pi</math>.</p> <p>c. Explore the relationship between circumference and area using a visual model.</p> <p>d. Use the formulas for circumference and area of circles appropriately to solve real-world and mathematical problems.</p>
6-5.3 Generate strategies to determine the surface area of a rectangular prism and of a cylinder.	<p>6.G.4: Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.</p>	<p>6.GM.4 Unfold three-dimensional figures into two-dimensional rectangles and triangles (nets) to find the surface area and to solve real-world and mathematical problems.</p>

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2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
6-5.4 Apply strategies and procedures to estimate the perimeter and area of irregular shapes.	6.G.1: Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	6.GM.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
6-5.5 Apply strategies and procedures (combine/subdivide) to find perimeter and area of irregular shapes.	6.G.1: Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	6.GM.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
6-5.6 Use proportions to determine unit rates.	Moved to 7 <sup>th</sup> Grade  7.RP.1: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction (1/2)/(1/4) miles per hour, equivalently 2 miles per hour.</i>	7.RP.1 Compute unit rates, including those involving complex fractions, with like or different units.
6-5.7 Use a scale to determine distance.	6.RP.3d: Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	6.RP.3f: Solve one-step problems involving ratios and unit rates (e.g., dimensional analysis).

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6-6.1 Predict the characteristics of one population based on the analysis of sample data.	<p>Moved to 7<sup>th</sup> Grade</p> <p>7.SP.2: Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i></p>	7.DSP.2 Draw inferences about a population by collecting multiple random samples of the same size to investigate variability in estimates of the characteristic of interest.
6-6.2 Organize data in appropriate graphical representations (frequency tables, histograms, stem and leaf plots).	6.SP.4: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	6.DS.4 Select and create an appropriate display for numerical data, including dot plots, histograms, and box plots.
6-6.3 Analyze which measure of central tendency (mean, median, mode) is the most appropriate for a given purpose.	<p>6.SP.5: Summarize numerical data sets in relation to their context, such as by:</p> <p>c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</p> <p>d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</p>	<p>6.DS.5 Describe numerical data sets in relation to their real-world context.</p> <p>a. State the sample size.</p> <p>b. Describe the qualitative aspects of the data (e.g., how it was measured, units of measurement).</p> <p>c. Give measures of center (median, mean).</p> <p>d. Find measures of variability (interquartile range, mean absolute deviation) using a number line.</p> <p>e. Describe the overall pattern (shape) of the distribution.</p> <p>f. Justify the choices for measure of center and measure of variability based on the shape of the distribution.</p> <p>g. Describe the impact that inserting or deleting a data point has on the measures of center (median, mean) for a data set.</p>

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**6<sup>th</sup> Grade**

2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
6-6.4 Use theoretical probability to determine the sample space and probability for one and two-stage events (tree diagrams, models, list, chart, picture).	<p>Moved to 7<sup>th</sup> Grade</p> <p>7.SP.8: Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p> <p>b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.</p> <p>c. Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i></p>	<p>7.DSP.8 Extend the concepts of simple events to investigate compound events.</p> <p>a. Understand that the probability of a compound event is between 0 and 1.</p> <p>b. Identify the outcomes in a sample space using organized lists, tables, and tree diagrams.</p> <p>c. Determine probabilities of compound events using organized lists, tables, and tree diagrams.</p> <p>d. Design and use simulations to collect data and determine probabilities.</p> <p>e. Compare theoretical and experimental probabilities for compound events.</p>
6-6.5 Apply procedures to calculate the probability for complementary events.	Not in the Common Core State Standards	Moved to High School

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**6<sup>th</sup> Grade**

2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
	<p>6.RP.3: Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <p>a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p>	<p>6.RP.3 Apply the concepts of ratios and rates to solve real-world and mathematical problems.</p> <p>a. Create a table consisting of equivalent ratios and plot the results on the coordinate plane.</p> <p>b. Use multiple representations, including tape diagrams, tables, double number lines, and equations, to find missing values of equivalent ratios.</p> <p>6.RP.3c: Use two tables to compare related ratios.</p>
	<p>6.RP.3b: Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i></p>	<p>6.RP.3d: Apply concepts of unit rate to solve problems, including unit pricing and constant speed.</p>
	<p>6.NS.1: Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for <math>(2/3) \div (3/4)</math> and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that <math>(2/3) \div (3/4) = 8/9</math> because <math>3/4</math> of <math>8/9</math> is <math>2/3</math>. (In general, <math>(a/b) \div (c/d) = ad/bc</math>.) How much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>3/4</math>-cup servings are in <math>2/3</math> of a cup of yogurt? How wide is a rectangular strip of land with length <math>3/4</math> mi and area <math>1/2</math> square mi?</i></p>	<p>6.NS.1 Compute and represent quotients of positive fractions using a variety of procedures (e.g., visual models, equations, and real-world situations).</p>

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2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
	6.NS.2: Compute fluently with multi-digit numbers and find common factors and multiples. Fluently divide multi-digit numbers using the standard algorithm.	6.NS.2 Fluently divide multi-digit whole numbers using a standard algorithmic approach.
	6.NS.7c: Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of –30 dollars, write <math> -30  = 30</math> to describe the size of the debt in dollars.</i>	6NS.7d Understand that absolute value represents a number’s distance from zero on the number line and use the absolute value of a rational number to represent real-world situations.
	6.NS.7d: Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.</i>	6.NS.7e Recognize the difference between comparing absolute values and ordering rational numbers. For negative rational numbers, understand that as the absolute value increases, the value of the negative number decreases.
	6.EE.5: Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	6.EE.5 Understand that if any solutions exist, the solution set for an equation or inequality consists of values that make the equation or inequality true.

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2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
	<p>6.EE.9: Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation <math>d = 65t</math> to represent the relationship between distance and time.</i></p>	<p>6.EE.9 Investigate multiple representations of relationships in real-world and mathematical situations.</p> <ul style="list-style-type: none"> <li>a. Write an equation that models a relationship between independent and dependent variables.</li> <li>b. Analyze the relationship between independent and dependent variables using graphs and tables.</li> <li>c. Translate among graphs, tables, and equations.</li> </ul>
	<p>6.G.2: Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas <math>V = lwh</math> and <math>V = bh</math> to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p>	<p>6.GM.2 Use visual models (e.g., model by packing) to discover that the formulas for the volume of a right rectangular prism (<math>V=lwh, V=Bh</math>) are the same for whole or fractional edge lengths. Apply these formulas to solve real-world and mathematical problems.</p>
	<p>6.SP.1: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i></p>	<p>6.DS.1 Differentiate between statistical and non-statistical questions.</p>

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2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
	6.SP.2: Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	6.DS.2 Use center (mean, median, mode), spread (range, interquartile range, mean absolute value), and shape (symmetrical, skewed left, skewed right) to describe the distribution of a set of data collected to answer a statistical question.
	6.SP.3: Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	6.DS.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
	6.SP.5: Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	6.DS.5 Describe numerical data sets in relation to their real-world context. a. State the sample size. b. Describe the qualitative aspects of the data (e.g., how it was measured, units of measurement). c. Give measures of center (median, mean). d. Find measures of variability (interquartile range, mean absolute deviation) using a number line. e. Describe the overall pattern (shape) of the distribution. f. Justify the choices for measure of center and measure of variability based on the shape of the distribution. g. Describe the impact that inserting or deleting a data point has on the measures of center (median, mean) for a data set.
		6.NS.9 Investigate and translate among multiple representations of rational numbers (fractions, decimal numbers, percentages). Fractions should be limited to those with denominators of 2, 3, 4, 5, 8, 10, and 100.

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**7<sup>th</sup> Grade**

2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
7-2.1 Understand fractional percents and percents greater than one hundred.	<p>Moved to 8<sup>th</sup> Grade</p> <p>8.NS.2: Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., <math>\pi^2</math>). <i>For example, by truncating the decimal expansion of <math>\sqrt{2}</math>, show that <math>\sqrt{2}</math> is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</i></p>	8.NS.2 Estimate and compare the value of irrational numbers by plotting them on a number line.
7-2.2 Represent the location of rational numbers and square roots of perfect squares on a number line.	<p>Moved to 8th Grade</p> <p>8.NS.2: Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., <math>\pi^2</math>). <i>For example, by truncating the decimal expansion of , show that is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</i></p>	8.NS.2 Estimate and compare the value of irrational numbers by plotting them on a number line.
7-2.3 Compare rational numbers, percents, and square roots of perfect squares. ( $\leq$ , $\geq$ , $<$ , $>$ , $=$ )	Not addressed	<p>7.NS.4 Understand and apply the concepts of comparing and ordering to rational numbers.</p> <p>a. Interpret statements using less than (<math>&lt;</math>), greater than (<math>&gt;</math>), less than or equal to (<math>\leq</math>), greater than or equal to (<math>\geq</math>), and equal to (<math>=</math>) as relative locations on the number line.</p> <p>b. Use concepts of equality and inequality to write and explain real-world and mathematical situations.</p>

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2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
7-2.4 Understand the meaning of absolute value.	<p>Moved to 6<sup>th</sup> Grade</p> <p>6.NS.7c: Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of –30 dollars, write <math> -30  = 30</math> to describe the size of the debt in dollars.</i></p>	6NS.7d Understand that absolute value represents a number’s distance from zero on the number line and use the absolute value of a rational number to represent real-world situations.
7-2.5 Apply ratios, rates, and proportions. (discounts, taxes, tips, interest, unit cost, similar shapes).	<p>7.RP.1: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks <math>1/2</math> mile in each <math>1/4</math> hour, compute the unit rate as the complex fraction <math>(1/2)/(1/4)</math> miles per hour, equivalently 2 miles per hour.</i></p> <p>7.RP.3: Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i></p>	<p>7.RP.1 Compute unit rates, including those involving complex fractions, with like or different units.</p> <p>7.RP.3 Solve real-world and mathematical problems involving ratios and percentages using proportional reasoning (e.g., multi-step dimensional analysis, percent increase/decrease, tax).</p>
7-2.6 Translate between standard form and exponential form.	Not addressed	Not addressed

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2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
7-2.7 Translate between standard form and scientific notation.	<p>Moved to 8<sup>th</sup> Grade</p> <p>8.EE.4: Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.</p>	<p>8.EE.4 Apply the concepts of decimal and scientific notation to solve real-world and mathematical problems.</p> <p>a. Multiply and divide numbers expressed in both decimal and scientific notation.</p> <p>b. Select appropriate units of measure when representing answers in scientific notation.</p> <p>c. Translate how different technological devices display numbers in scientific notation.</p>
7-2.8 Generate strategies to add, subtract, multiply, and divide integers.	<p>7.NS.1: Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>a. Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i></p> <p>b. Understand <math>p + q</math> as the number located a distance <math> q </math> from <math>p</math>, in the positive or negative direction depending on whether <math>q</math> is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</p> <p>c. Understand subtraction of rational numbers as adding the additive inverse, <math>p - q = p + (-q)</math>. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p> <p>d. Apply properties of operations as strategies to add and subtract rational numbers.</p> <p>7.NS.2: Apply and extend previous understandings of multiplication and division and of fractions to multiply</p>	<p>7.NS.1 Extend prior knowledge of operations with positive rational numbers to add and to subtract all rational numbers and represent the sum or difference on a number line.</p> <p>a. Understand that the additive inverse of a number is its opposite and their sum is equal to zero.</p> <p>b. Understand that the sum of two rational numbers (<math>p+q</math>) represents a distance from <math>p</math> on the number line equal to <math> q </math> where the direction is indicated by the sign of <math>q</math>.</p> <p>c. Translate between the subtraction of rational numbers and addition using the additive inverse, <math>p - q = p + (-q)</math>.</p> <p>d. Demonstrate that the distance between two rational numbers on the number line is the absolute value of their difference.</p> <p>e. Apply mathematical properties (e.g., commutative, associative, distributive, or the properties of identity and inverse elements) to add and subtract rational numbers.</p> <p>7.NS.2 Extend prior knowledge of operations with</p>

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	<p>and divide rational numbers.</p> <p>a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as <math>(-1)(-1) = 1</math> and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <p>b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If <math>p</math> and <math>q</math> are integers, then <math>-(p/q) = (-p)/q = p/(-q)</math>. Interpret quotients of rational numbers by describing real-world contexts.</p> <p>c. Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p>d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p> <p>7.NS.3: Solve real-world and mathematical problems involving the four operations with rational numbers.</p>	<p>positive rational numbers to multiply and to divide all rational numbers.</p> <p>a. Understand that the multiplicative inverse of a number is its reciprocal and their product is equal to one.</p> <p>b. Understand sign rules for multiplying rational numbers.</p> <p>c. Understand sign rules for dividing rational numbers and that a quotient of integers (with a non-zero divisor) is a rational number.</p> <p>d. Apply mathematical properties (e.g., commutative, associative, distributive, or the properties of identity and inverse elements) to multiply and divide rational numbers.</p> <p>e. Understand that some rational numbers can be written as integers and all rational numbers can be written as fractions or decimal numbers that terminate or repeat.</p> <p>7.NS.3 Apply the concepts of all four operations with rational numbers to solve real-world and mathematical problems.</p>

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2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
7-2.9 Apply an algorithm to multiply and divide fractions and decimals.	<p>Moved to 6<sup>th</sup> Grade</p> <p>6.NS.1: Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for <math>(2/3) \div (3/4)</math> and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that <math>(2/3) \div (3/4) = 8/9</math> because <math>3/4</math> of <math>8/9</math> is <math>2/3</math>. (In general, <math>(a/b) \div (c/d) = ad/bc</math>.) How much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>3/4</math>-cup servings are in <math>2/3</math> of a cup of yogurt? How wide is a rectangular strip of land with length <math>3/4</math> mi and area <math>1/2</math> square mi?</i></p> <p>6.NS.3: Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p>	<p>6.NS.1 Compute and represent quotients of positive fractions using a variety of procedures (e.g., visual models, equations, and real-world situations).</p> <p>6.NS.3 Fluently add, subtract, multiply and divide multi-digit decimal numbers using a standard algorithmic approach.</p>
7-2.10 Understand the inverse relationship between squaring and finding square roots of perfect squares.	<p>Moved to 8<sup>th</sup> Grade</p> <p>8.EE.2: Use square root and cube root symbols to represent solutions to equations of the form <math>x^2 = p</math> and <math>x^3 = p</math>, where <math>p</math> is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that is irrational.</p>	<p>8.EE.2 Investigate concepts of square and cube roots.</p> <p>a. Find the exact and approximate solutions to equations of the form <math>x^2=p</math> and <math>x^3=p</math> where <math>p</math> is a positive rational number.</p> <p>b. Evaluate square roots of perfect squares.</p> <p>c. Evaluate cube roots of perfect cubes.</p> <p>d. Recognize that square roots of non-perfect squares are irrational.</p>
7-3.1 Analyze geometric patterns and pattern relationships.	Not addressed	Not addressed

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7-3.2 Analyze tables and graphs to describe the rate of change between quantities.	<p>Moved to 8<sup>th</sup> Grade</p> <p>8.F.4: Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two <math>(x, y)</math> values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.</p>	<p>8.F.4 Apply the concepts of linear functions to real-world and mathematical situations.</p> <p>a. Understand that the slope is the constant rate of change and the <math>y</math>-intercept is the point where <math>x = 0</math>.</p> <p>b. Determine the slope and the <math>y</math>-intercept of a linear function given multiple representations, including two points, tables, graphs, equations, and verbal descriptions.</p> <p>c. Construct a function in slope-intercept form that models a linear relationship between two quantities.</p> <p>d. Interpret the meaning of the slope and the <math>y</math>-intercept of a linear function in the context of the situation.</p> <p>e. Explore the relationship between linear functions and arithmetic sequences.</p>
7-3.3 Understand slope as a constant rate of change.	<p>Moved to 8th Grade</p> <p>8.EE.5: Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i></p>	<p>8.EE.5 Apply concepts of proportional relationships to real-world and mathematical situations.</p> <p>a. Graph proportional relationships.</p> <p>b. Interpret unit rate as the slope of the graph.</p> <p>c. Compare two different proportional relationships given multiple representations, including tables, graphs, equations, diagrams, and verbal descriptions.</p>
7-3.4 Use inverse operations to solve two-step equations and two-step inequalities.	<p>7.EE.4: Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>a. Solve word problems leading to equations of the</p>	<p>7.EE.4 Apply the concepts of linear equations and inequalities in one variable to real-world and mathematical situations.</p> <p>a. Write and fluently solve linear equations of the form <math>ax + b = c</math> and <math>a(x + b) = c</math> where <math>a, b,</math> and</p>

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	<p>form <math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p> <p>b. Solve word problems leading to inequalities of the form <math>px + q &gt; r</math> or <math>px + q &lt; r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i></p>	<p><math>c</math> are rational numbers.</p> <p>b. Write and solve multi-step linear equations that include the use of the distributive property and combining like terms. Exclude equations that contain variables on both sides.</p> <p>c. Write and solve two-step linear inequalities. Graph the solution set on a number line and interpret its meaning.</p> <p>d. Identify and justify the steps for solving multi-step linear equations and two-step linear inequalities.</p>
<p>7-3.5 Represent on a number line the solution of a two-step inequality.</p>	<p>7.EE.4b: Solve word problems leading to inequalities of the form <math>px + q &gt; r</math> or <math>px + q &lt; r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i></p>	<p>7.EE.4c Write and solve two-step linear inequalities. Graph the solution set on a number line and interpret its meaning.</p>

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2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
7-3.6 Represent proportional relationships with graphs, tables, and equations.	<p>7.RP.2: Recognize and represent proportional relationships between quantities.</p> <p>a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</p> <p>b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p> <p>c. Represent proportional relationships by equations. <i>For example, if total cost <math>t</math> is proportional to the number <math>n</math> of items purchased at a constant price <math>p</math>, the relationship between the total cost and the number of items can be expressed as <math>t = pn</math>.</i></p> <p>d. Explain what a point <math>(x, y)</math> on the graph of a proportional relationship means in terms of the situation, with special attention to the points <math>(0, 0)</math> and <math>(1, r)</math> where <math>r</math> is the unit rate.</p>	<p>7.RP.2 Identify and model proportional relationships given multiple representations, including tables, graphs, equations, diagrams, verbal descriptions, and real-world situations.</p> <p>a. Determine when two quantities are in a proportional relationship.</p> <p>b. Recognize or compute the constant of proportionality.</p> <p>c. Understand that the constant of proportionality is the unit rate.</p> <p>d. Use equations to model proportional relationships.</p> <p>e. Investigate the graph of a proportional relationship and explain the meaning of specific points (e.g., origin, unit rate) in the context of the situation.</p>
7-3.7 Classify relationships as directly proportional, inversely proportional, or non-proportional.	<p>7.RP.2: Recognize and represent proportional relationships between quantities.</p> <p>a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</p>	<p>7.RP.2 Identify and model proportional relationships given multiple representations, including tables, graphs, equations, diagrams, verbal descriptions, and real-world situations.</p> <p>a. Determine when two quantities are in a proportional relationship.</p>
7-4.1 Analyze geometric properties and relationships (properties of triangles, congruence, similarity, transformations) to make deductive arguments.	Not addressed	Not addressed

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<b>2007 SC Academic Standards for Mathematics</b>	<b>Common Core State Standards for Mathematics (2010)</b>	<b>South Carolina College- and Career-Ready Standards (2015)</b>
7-4.2 Explain the results of the intersection of two or more geometric shapes in a plane.	Not addressed	Not addressed
7-4.3 Illustrate the cross section of a solid.	7.G.3: Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	7.GM.3 Describe two-dimensional cross-sections of three-dimensional figures, specifically right rectangular prisms and right rectangular pyramids.
7-4.4 Translate between two-dimensional representations and three-dimensional representations of compound figures.	Not addressed	Not addressed
7-4.5 Analyze the congruent and supplementary relationships (alternate interior, alternate exterior, corresponding, adjacent) of the angles formed by parallel lines and a transversal.	Moved to 8 <sup>th</sup> Grade  8.G.5: Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. <i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i>	8.GM.5 Extend and apply previous knowledge of angles to properties of triangles, similar figures, and parallel lines cut by a transversal. a. Discover that the sum of the three angles in a triangle is 180 degrees. b. Discover and use the relationship between interior and exterior angles of a triangle. c. Identify congruent and supplementary pairs of angles when two parallel lines are cut by a transversal. d. Recognize that two similar figures have congruent corresponding angles.
7-4.6 Compare areas of similar shapes and of congruent shapes.	7.G.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	7.GM.1 Determine the scale factor and translate between scale models and actual measurements (e.g., lengths, area) of real-world objects and geometric figures using proportional reasoning.
7-4.7 Explain the proportional relationship among attributes of similar shapes.	7.G.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	7.GM.1 Determine the scale factor and translate between scale models and actual measurements (e.g., lengths, area) of real-world objects and geometric figures using proportional reasoning.

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2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
7-4.8 Apply proportional reasoning to find missing attributes of similar shapes.	7.G.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	7.GM.1 Determine the scale factor and translate between scale models and actual measurements (e.g., lengths, area) of real-world objects and geometric figures using proportional reasoning.
7-4.9 Create tessellations with transformations.	Not addressed	Not addressed
7-4.10 Explain the relationship of the angle measures among shapes that tessellate.	Not addressed	Not addressed
7-5.1 Use ratio and proportion to solve problems involving scale factors and rates.	<p>7.RP.1: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction (1/2)/(1/4) miles per hour, equivalently 2 miles per hour.</i></p> <p>7.G.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p>	<p>7.RP.1 Compute unit rates, including those involving complex fractions, with like or different units.</p> <p>7.GM.1 Determine the scale factor and translate between scale models and actual measurements (e.g., lengths, area) of real-world objects and geometric figures using proportional reasoning.</p>

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2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
7-5.2 Apply strategies and formulas to determine the surface area and volume of three-dimensional shapes (prism, pyramid, cylinder).	7.G.6: Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	7.GM.6 Apply the concepts of two- and three-dimensional figures to real-world and mathematical situations. a. Understand that the concept of area is applied to two-dimensional figures such as triangles, quadrilaterals, and polygons. b. Understand that the concepts of volume and surface area are applied to three-dimensional figures such as cubes, right rectangular prisms, and right triangular prisms. c. Decompose cubes, right rectangular prisms, and right triangular prisms into rectangles and triangles to derive the formulas for volume and surface area. d. Use the formulas for area, volume, and surface area appropriately.
7-5.3 Generate strategies to determine the perimeter and area of trapezoids.	Moved to K-5	Moved to K-5
7-5.4 Recall equivalencies between customary and metric systems associated with <u>length</u> (1 square yard = 9 square feet, 1 cubic meter = 1 million cubic centimeters, 1 kilometer = 5/8 of a mile, 1 inch = 2.54 centimeters), <u>weight</u> (2.2 kilograms = 1 pound), and <u>liquid volume</u> (1.06 quarts = 1 liter).	Not addressed	Not addressed
7-5.5 Use one-step unit analysis to convert between and within the customary and metric systems.	Moved to 6 <sup>th</sup> Grade  6.RP.3d: Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	6.RP.3f: Solve one-step problems involving ratios and unit rates (e.g., dimensional analysis).

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<b>2007 SC Academic Standards for Mathematics</b>	<b>Common Core State Standards for Mathematics (2010)</b>	<b>South Carolina College- and Career-Ready Standards (2015)</b>
7-6.1 Predict the characteristics of two populations based on the analysis of sample data.	7.SP.4: Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i>	7.DSP.4 Compare the numerical measures of center (mean, median, mode) and variability (range, interquartile range, mean absolute deviation) from two random samples to draw inferences about the populations.
7-6.2 Organize data using appropriate graphical representations (box plots and circle graphs).	Moved to 6 <sup>th</sup> Grade  6.SP.4: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	6.DS.4 Select and create an appropriate display for numerical data, including dot plots, histograms, and box plots.
7-6.3 Apply procedures to calculate the interquartile range.	Moved to 6 <sup>th</sup> Grade  6.SP.5c: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	6.DS.5d Find measures of variability (interquartile range, mean absolute deviation) using a number line. e. Describe the overall pattern (shape) of the distribution. f. Justify the choices for measure of center and measure of variability based on the shape of the distribution.
7-6.4 Interpret the interquartile range for data.	Moved to 6 <sup>th</sup> Grade  6.SP.5c: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	6.DS.5d Find measures of variability (interquartile range, mean absolute deviation) using a number line. e. Describe the overall pattern (shape) of the distribution. f. Justify the choices for measure of center and measure of variability based on the shape of the distribution.

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<p>7-6.5 Apply procedures to calculate the probability for mutually exclusive events (simple or compound).</p>	<p>7.SP.6: Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i></p> <p>7.SP.8: Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p> <p>b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.</p> <p>c. Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i></p>	<p>7.DSP.6 Investigate the relationship between theoretical and experimental probabilities for simple events.</p> <p>a. Determine approximate outcomes using theoretical probability.</p> <p>b. Perform experiments that model theoretical probability.</p> <p>c. Compare theoretical and experimental probabilities.</p> <p>7.DSP.8 Extend the concepts of simple events to investigate compound events.</p> <p>a. Understand that the probability of a compound event is between 0 and 1.</p> <p>b. Identify the outcomes in a sample space using organized lists, tables, and tree diagrams.</p> <p>c. Determine probabilities of compound events using organized lists, tables, and tree diagrams.</p> <p>d. Design and use simulations to collect data and determine probabilities.</p> <p>e. Compare theoretical and experimental probabilities for compound events.</p>
<p>7-6.6 Interpret the probability for mutually exclusive events (simple or compound).</p>	<p>7.SP.7: Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of</p>	<p>7.DSP.7 Apply the concepts of theoretical and experimental probabilities for simple events.</p> <p>a. Differentiate between uniform and non-uniform probability models (distributions).</p>

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	<p>the discrepancy.</p> <p>a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i></p> <p>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i></p> <p>7.SP.8: Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p> <p>b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.</p> <p>c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate</p>	<p>b. Develop both uniform and non-uniform probability models.</p> <p>c. Perform experiments to test the validity of probability models.</p> <p>7.DSP.8 Extend the concepts of simple events to investigate compound events.</p> <p>a. Understand that the probability of a compound event is between 0 and 1.</p> <p>b. Identify the outcomes in a sample space using organized lists, tables, and tree diagrams.</p> <p>c. Determine probabilities of compound events using organized lists, tables, and tree diagrams.</p> <p>d. Design and use simulations to collect data and determine probabilities.</p> <p>e. Compare theoretical and experimental probabilities for compound events.</p>

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	the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?	
7-6.7 Differentiate between experimental and theoretical probability of the same event.	7.SP.6: Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i>	7.DSP.6 Investigate the relationship between theoretical and experimental probabilities for simple events. a. Determine approximate outcomes using theoretical probability. b. Perform experiments that model theoretical probability. c. Compare theoretical and experimental probabilities.
7-6.8 Use the Fundamental Counting Principle to determine the number of possible outcomes in a multi-stage event.	7.SP.8: Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event. c. Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i>	7.DSP.8 Extend the concepts of simple events to investigate compound events. a. Understand that the probability of a compound event is between 0 and 1. b. Identify the outcomes in a sample space using organized lists, tables, and tree diagrams. c. Determine probabilities of compound events using organized lists, tables, and tree diagrams. d. Design and use simulations to collect data and determine probabilities. e. Compare theoretical and experimental probabilities for compound events. South

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2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
	7.EE.1: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	7.EE.1 Apply mathematical properties (e.g., commutative, associative, distributive) to simplify and to factor linear algebraic expressions with rational coefficients.
	7.EE.2: Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, <math>a + 0.05a = 1.05a</math> means that “increase by 5%” is the same as “multiply by 1.05.”</i>	7.EE.2 Recognize that algebraic expressions may have a variety of equivalent forms and determine an appropriate form for a given real-world situation.
	7.G.2: Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	7.GM.2 Construct triangles and special quadrilaterals using a variety of tools (e.g., freehand, ruler and protractor, technology). a. Construct triangles given all measurements of either angles or sides. b. Decide if the measurements determine a unique triangle, more than one triangle, or no triangle. c. Construct special quadrilaterals (i.e., kite, trapezoid, isosceles trapezoid, rhombus, parallelogram, rectangle) given specific parameters about angles or sides.

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2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
	<p>7.G.4: Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</p>	<p>7.GM.4 Investigate the concept of circles.</p> <ul style="list-style-type: none"> <li>a. Demonstrate an understanding of the proportional relationships between diameter, radius, and circumference of a circle.</li> <li>b. Understand that the constant of proportionality between the circumference and diameter is equivalent to <math>\pi</math>.</li> <li>c. Explore the relationship between circumference and area using a visual model.</li> <li>d. Use the formulas for circumference and area of circles appropriately to solve real-world and mathematical problems.</li> </ul>
	<p>7.G.5: Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</p>	<p>7.GM.5 Write equations to solve problems involving the relationships between angles formed by two intersecting lines, including supplementary, complementary, vertical, and adjacent.</p>
	<p>7.SP.1: Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</p>	<p>7.DSP.1 Investigate concepts of random sampling.</p> <ul style="list-style-type: none"> <li>a. Understand that a sample is a subset of a population and both possess the same characteristics.</li> <li>b. Differentiate between random and non-random sampling.</li> <li>c. Understand that generalizations from a sample are valid only if the sample is representative of the population.</li> <li>d. Understand that random sampling is used to gather a representative sample and supports valid inferences about the population.</li> </ul>

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	<p>7.SP.2: Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</p>	<p>7.DSP.2 Draw inferences about a population by collecting multiple random samples of the same size to investigate variability in estimates of the characteristic of interest.</p>
	<p>7.SP.3: Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. <i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i></p>	<p>7.DSP.3 Visually compare the centers, spreads, and overlap of two displays of data (i.e., dot plots, histograms, box plots) that are graphed on the same scale and draw inferences about this data.</p>

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	<p>7.SP.5: Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around <math>\frac{1}{2}</math> indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p>	<p>7.DSP.5 Investigate the concept of probability of chance events.</p> <ul style="list-style-type: none"> <li>a. Determine probabilities of simple events.</li> <li>b. Understand that probability measures likelihood of a chance event occurring.</li> <li>c. Understand that the probability of a chance event is a number between 0 and 1.</li> <li>d. Understand that a probability closer to 1 indicates a likely chance event.</li> <li>e. Understand that a probability close to <math>\frac{1}{2}</math> indicates that a chance event is neither likely nor unlikely.</li> <li>f. Understand that a probability closer to 0 indicates an unlikely chance event.</li> </ul>
		<p>7.NS.5 Extend prior knowledge to translate among multiple representations of rational numbers (fractions, decimal numbers, percentages). Exclude the conversion of repeating decimal numbers to fractions.</p>
		<p>7.EE1.5 Understand and apply the laws of exponents (i.e., product rule, quotient rule, power to a power, product to a power, quotient to a power, zero power property) to simplify numerical expressions that include whole-number exponents.</p>

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2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
8-2.1 Apply an algorithm to add, subtract, multiply, and divide integers.	<p>Moved to 7<sup>th</sup> Grade</p> <p>7.NS.3: Solve real-world and mathematical problems involving the four operations with rational numbers.</p>	7.NS.3 Apply the concepts of all four operations with rational numbers to solve real-world and mathematical problems.
8-2.2 Understand the effect of multiplying and dividing a rational number by another rational number.	<p>Moved to 7<sup>th</sup> Grade</p> <p>7.NS.2: Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as <math>(-1)(-1) = 1</math> and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <p>b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If <math>p</math> and <math>q</math> are integers, then <math>-(p/q) = (-p)/q = p/(-q)</math>. Interpret quotients of rational numbers by describing real-world contexts.</p> <p>c. Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p>d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p>	<p>7.NS.2 Extend prior knowledge of operations with positive rational numbers to multiply and to divide all rational numbers.</p> <p>a. Understand that the multiplicative inverse of a number is its reciprocal and their product is equal to one.</p> <p>b. Understand sign rules for multiplying rational numbers.</p> <p>c. Understand sign rules for dividing rational numbers and that a quotient of integers (with a non-zero divisor) is a rational number.</p> <p>d. Apply mathematical properties (e.g., commutative, associative, distributive, or the properties of identity and inverse elements) to multiply and divide rational numbers.</p> <p>e. Understand that some rational numbers can be written as integers and all rational numbers can be written as fractions or decimal numbers that terminate or repeat.</p>

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2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
8-2.3 Represent the approximate location of irrational numbers on a number line.	8.NS.2: Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., $\pi^2$ ). <i>For example, by truncating the decimal expansion of <math>\sqrt{2}</math>, show that <math>\sqrt{2}</math> is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</i>	8.NS.2 Estimate and compare the value of irrational numbers by plotting them on a number line.
8-2.4 Compare rational and irrational numbers. ( $\leq$ , $\geq$ , $<$ , $>$ , $=$ )	8.NS.2: Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., $\pi^2$ ). <i>For example, by truncating the decimal expansion of <math>\sqrt{2}</math>, show that <math>\sqrt{2}</math> is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</i>	8.NS.2 Estimate and compare the value of irrational numbers by plotting them on a number line.
8-2.5 Apply absolute value.	6.NS.7c: Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of <math>-30</math> dollars, write <math> -30  = 30</math> to describe the size of the debt in dollars.</i>  6.NS.7d: Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than <math>-30</math> dollars represents a debt greater than 30 dollars.</i>	6.NS.7d Understand that absolute value represents a number's distance from zero on the number line and use the absolute value of a rational number to represent real-world situations.  6.NS.7e Recognize the difference between comparing absolute values and ordering rational numbers. For negative rational numbers, understand that as the absolute value increases, the value of the negative number decreases.

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8-2.6 Apply strategies and procedures to approximate (between two whole numbers) the square root or cube root of whole numbers (less than 1,000).	8.EE.2: Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$ , where $p$ is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	8.EE.2 Investigate concepts of square and cube roots. a. Find the exact and approximate solutions to equations of the form $x^2=p$ and $x^3=p$ where $p$ is a positive rational number. b. Evaluate square roots of perfect squares. c. Evaluate cube roots of perfect cubes. d. Recognize that square roots of non-perfect squares are irrational.
8-2.7 Apply ratios, rates, and proportions.	Moved to 7 <sup>th</sup> Grade  7.RP.3: Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i>	7.RP.3 Solve real-world and mathematical problems involving ratios and percentages using proportional reasoning (e.g., multi-step dimensional analysis, percent increase/decrease, tax).
8-3.1 Translate among verbal, graphical, tabular and algebraic representations of linear functions.	8.EE.6: Use similar triangles to explain why the slope $m$ is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at $b$ .  8.F.2: Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i>	8.EE.6 Apply concepts of slope and $y$ -intercept to graphs, equations, and proportional relationships. a. Explain why the slope, $m$ , is the same between any two distinct points on a non-vertical line using similar triangles. b. Derive the slope-intercept form ( $y=mx+b$ ) for a non-vertical line. c. Relate equations for proportional relationships ( $y=kx$ ) with the slope-intercept form ( $y=mx+b$ ) where $b=0$ .

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<p>8-3.2 Represent algebraic relationships with equations and inequalities.</p>	<p>8.F.4: Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two <math>(x, y)</math> values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.</p>	<p>8.F.4 Apply the concepts of linear functions to real-world and mathematical situations.</p> <p>a. Understand that the slope is the constant rate of change and the <math>y</math>-intercept is the point where <math>x = 0</math>.</p> <p>b. Determine the slope and the <math>y</math>-intercept of a linear function given multiple representations, including two points, tables, graphs, equations, and verbal descriptions.</p> <p>c. Construct a function in slope-intercept form that models a linear relationship between two quantities.</p> <p>d. Interpret the meaning of the slope and the <math>y</math>-intercept of a linear function in the context of the situation.</p> <p>e. Explore the relationship between linear functions and arithmetic sequences.</p>
<p>8-3.3 Use properties (commutative, associative, distributive) to examine equivalence of a variety of algebraic expressions.</p>	<p>Moved to 6<sup>th</sup> Grade</p> <p>6.EE.3: Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression <math>3(2 + x)</math> to produce the equivalent expression <math>6 + 3x</math>; apply the distributive property to the expression <math>24x + 18y</math> to produce the equivalent expression <math>6(4x + 3y)</math>; apply properties of operations to <math>y + y + y</math> to produce the equivalent expression <math>3y</math>.</i></p> <p>6.EE.4: Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for.</i></p>	<p>6.EE.3 Apply mathematical properties (e.g., commutative, associative, distributive) to generate equivalent expressions.</p> <p>6.EE.4 Apply mathematical properties (e.g., commutative, associative, distributive) to justify that two expressions are equivalent.</p>

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<p>8-3.4 Apply procedures to solve multi-step equations.</p>	<p>8.EE.7: Solve linear equations in one variable.            a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form <math>x = a</math>, <math>a = a</math>, or <math>a = b</math> results (where <math>a</math> and <math>b</math> are different numbers).            b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</p>	<p>8.EE.7 Extend concepts of linear equations and inequalities in one variable to more complex multi-step equations and inequalities in real-world and mathematical situations.            a. Solve linear equations and inequalities with rational number coefficients that include the use of the distributive property, combining like terms, and variables on both sides.            b. Recognize the three types of solutions to linear equations: one solution (<math>x=aa</math>), infinitely many solutions (<math>aa=aa</math>), or no solutions (<math>aa=bb</math>).            c. Generate linear equations with the three types of solutions.            d. Justify why linear equations have a specific type of solution.</p>
<p>8-3.5 Classify relationships (graphs, tables, equations) between two variables as linear or non-linear.</p>	<p>8.F.3: Interpret the equation <math>y = mx + b</math> as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. <i>For example, the function <math>A = s^2</math> giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.</i></p>	<p>8.F.3 Investigate the differences between linear and nonlinear functions using multiple representations (i.e. tables, graphs, equations, and verbal descriptions).            a. Define an equation in slope-intercept form (<math>y=mx+bb</math>) as being a linear function.            b. Recognize that the graph of a linear function has a constant rate of change.            c. Provide examples of nonlinear functions.</p>

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<p>8-3.6 Identify the coordinates of the <math>x</math> and <math>y</math> intercepts of a linear equation from a graph, equation, or table.</p>	<p>8.F.4: Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two <math>(x, y)</math> values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.</p>	<p>8.F.4 Apply the concepts of linear functions to real-world and mathematical situations.</p> <p>a. Understand that the slope is the constant rate of change and the <math>y</math>-intercept is the point where <math>x = 0</math>.</p> <p>b. Determine the slope and the <math>y</math>-intercept of a linear function given multiple representations, including two points, tables, graphs, equations, and verbal descriptions.</p> <p>c. Construct a function in slope-intercept form that models a linear relationship between two quantities.</p> <p>d. Interpret the meaning of the slope and the <math>y</math>-intercept of a linear function in the context of the situation.</p> <p>e. Explore the relationship between linear functions and arithmetic sequences.</p>
<p>8-3.7 Identify the slope of a linear equation from a graph, equation, or table.</p>	<p>8.EE.6: Use similar triangles to explain why the slope <math>m</math> is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation <math>y = mx</math> for a line through the origin and the equation <math>y = mx + b</math> for a line intercepting the vertical axis at <math>b</math>.</p> <p>8.F.4: Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two <math>(x, y)</math> values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.</p>	<p>8.F.4 Apply the concepts of linear functions to real-world and mathematical situations.</p> <p>a. Understand that the slope is the constant rate of change and the <math>y</math>-intercept is the point where <math>x = 0</math>.</p> <p>b. Determine the slope and the <math>y</math>-intercept of a linear function given multiple representations, including two points, tables, graphs, equations, and verbal descriptions.</p> <p>c. Construct a function in slope-intercept form that models a linear relationship between two quantities.</p> <p>d. Interpret the meaning of the slope and the <math>y</math>-intercept of a linear function in the context of the situation.</p> <p>e. Explore the relationship between linear functions and arithmetic sequences.</p>

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2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
8-4.1 Apply the Pythagorean Theorem.	<p>8.G.7: Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p> <p>8.G.8: Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</p>	<p>8.GM.7 Apply the Pythagorean Theorem to model and solve real-world and mathematical problems in two and three dimensions involving right triangles.</p> <p>8.GM.8 Find the distance between any two points in the coordinate plane using the Pythagorean Theorem.</p>
8-4.2 Use ordered pairs, equations, intercepts, and intersections to locate points and lines in a coordinate plane.	Moved to K-5	Moved to K-5
8-4.3 Apply a dilation(s) on a square, a rectangle or a right triangle in a coordinate plane.	8.G.3: Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	<p>8.GM.3 Investigate the properties of transformations (rotations, reflections, translations, dilations) using a variety of tools (e.g., grid paper, reflective devices, graphing paper, dynamic software).</p> <p>a. Use coordinate geometry to describe the effect of transformations on two-dimensional figures.</p> <p>b. Relate scale drawings to dilations of geometric figures.</p>
8-4.4 Analyze the effect of a dilation(s) on a square, a rectangle or a right triangle in a coordinate plane.	<p>8.G.3: Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.</p> <p>8.G.4: Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</p>	<p>8.GM.4 Apply the properties of transformations (rotations, reflections, translations, dilations).</p> <p>a. Dilate geometric figures using scale factors that are positive rational numbers.</p> <p>b. Recognize that two-dimensional figures are only similar if a series of transformations can be performed to map the pre-image to the image.</p> <p>c. Given two similar figures, describe the series of transformations that justifies this similarity.</p> <p>d. Use proportional reasoning to find the missing side lengths of two similar figures.</p>

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2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
8-5.1 Use proportional reasoning and properties of similar shapes to determine length of a missing side.	Not addressed	8.GM.4 Apply the properties of transformations (rotations, reflections, translations, dilations). a. Dilate geometric figures using scale factors that are positive rational numbers. b. Recognize that two-dimensional figures are only similar if a series of transformations can be performed to map the pre-image to the image. c. Given two similar figures, describe the series of transformations that justifies this similarity. d. Use proportional reasoning to find the missing side lengths of two similar figures.
8-5.2 Explain the effect on area of two-dimensional shapes and effect on volume of three-dimensional shapes when one or more of the dimensions are changed.	8.G.9: Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	8.GM.9 Solve real-world and mathematical problems involving volumes of cones, cylinders, and spheres and the surface area of cylinders.
8-5.3 Apply strategies and formulas to determine volume of three-dimensional shapes (cone, sphere).	8.G.9: Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	8.GM.9 Solve real-world and mathematical problems involving volumes of cones, cylinders, and spheres and the surface area of cylinders.
8-5.4 Apply formulas to determine the exact ( $\pi$ ) circumference and area of circles.	Moved to 7 <sup>th</sup> Grade  7.G.4: Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	
8-5.5 Apply formulas to determine the perimeter and area of trapezoids.	Moved to K-5	Moved to K-5
8-5.6 Analyze a variety of measurement situations to determine the necessary level of accuracy and precision.	Moved to K-5	Moved to K-5

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8-5.7 Use multi-step unit analysis to convert between and within the customary and metric systems.	Not addressed	7.RP.3 Solve real-world and mathematical problems involving ratios and percentages using proportional reasoning (e.g., multi-step dimensional analysis, percent increase/decrease, tax).
8-6.1 Generalize the relationship between two sets of data using scatterplots and lines of best fit.	8.SP.1: Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. 8.SP.2: Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	8.DSP.1 Investigate bivariate data. a. Collect bivariate data. b. Graph the bivariate data on a scatter plot. c. Describe patterns observed on a scatter plot, including clustering, outliers, and association (positive, negative, no correlation, linear, nonlinear).  8.DSP.2 Draw an approximate line of best fit on a scatter plot that appears to have a linear association and informally assess the fit of the line to the data points.

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<b>2007 SC Academic Standards for Mathematics</b>	<b>Common Core State Standards for Mathematics (2010)</b>	<b>South Carolina College- and Career-Ready Standards (2015)</b>
<p>8-6.2 Organize data using appropriate graphical representations (matrices and scatterplots).</p>	<p>8.SP.1: Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</p>	<p>8.DSP.1 Investigate bivariate data.</p> <ul style="list-style-type: none"> <li>a. Collect bivariate data.</li> <li>b. Graph the bivariate data on a scatter plot.</li> <li>c. Describe patterns observed on a scatter plot, including clustering, outliers, and association (positive, negative, no correlation, linear, nonlinear).</li> </ul> <p>8.DSP.5 Organize data in matrices with rational numbers and apply to real-world and mathematical situations.</p> <ul style="list-style-type: none"> <li>a. Understand that a matrix is a way to organize data.</li> <li>b. Recognize that a <math>m \times n</math> matrix has <math>m</math> rows and <math>n</math> columns.</li> <li>c. Add and subtract matrices of the same size.</li> <li>d. Multiply a matrix by a scalar.</li> </ul>

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2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
<p>8-6.3 Use theoretical and experimental probability to make inferences and convincing arguments about an event or events.</p>	<p>Moved to 7<sup>th</sup> Grade</p> <p>7.SP.6: Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i></p> <p>7.SP.7: Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i></p> <p>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i></p>	<p>7.DSP.6 Investigate the relationship between theoretical and experimental probabilities for simple events.</p> <p>a. Determine approximate outcomes using theoretical probability.</p> <p>b. Perform experiments that model theoretical probability.</p> <p>c. Compare theoretical and experimental probabilities.</p> <p>7.DSP.7 Apply the concepts of theoretical and experimental probabilities for simple events.</p> <p>a. Differentiate between uniform and non-uniform probability models (distributions).</p> <p>b. Develop both uniform and non-uniform probability models.</p> <p>c. Perform experiments to test the validity of probability models.</p>

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<p>8-6.4 Apply procedures to calculate the probability of two dependent events.</p>	<p>Moved to 7<sup>th</sup> Grade</p> <p>7.SP.8: Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p> <p>b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.</p> <p>c. Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i></p>	<p>7.DSP.8 Extend the concepts of simple events to investigate compound events.</p> <p>a. Understand that the probability of a compound event is between 0 and 1.</p> <p>b. Identify the outcomes in a sample space using organized lists, tables, and tree diagrams.</p> <p>c. Determine probabilities of compound events using organized lists, tables, and tree diagrams.</p> <p>d. Design and use simulations to collect data and determine probabilities.</p> <p>e. Compare theoretical and experimental probabilities for compound events.</p>

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2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
<p>8-6.5 Interpret the probability for two dependent events.</p>	<p>Moved to 7<sup>th</sup> Grade</p> <p>7.SP.8: Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p> <p>b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.</p> <p>c. Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i></p>	<p>7.DSP.8 Extend the concepts of simple events to investigate compound events.</p> <p>a. Understand that the probability of a compound event is between 0 and 1.</p> <p>b. Identify the outcomes in a sample space using organized lists, tables, and tree diagrams.</p> <p>c. Determine probabilities of compound events using organized lists, tables, and tree diagrams.</p> <p>d. Design and use simulations to collect data and determine probabilities.</p> <p>e. Compare theoretical and experimental probabilities for compound events.</p>

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8-6.6 Apply procedures to compute the odds of a given event.	<p>Moved to 7<sup>th</sup> Grade</p> <p>7.SP.5: Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p>	<p>7.DSP.5 Investigate the concept of probability of chance events.</p> <p>a. Determine probabilities of simple events.</p> <p>b. Understand that probability measures likelihood of a chance event occurring.</p> <p>c. Understand that the probability of a chance event is a number between 0 and 1.</p> <p>d. Understand that a probability closer to 1 indicates a likely chance event.</p> <p>e. Understand that a probability close to 1/2 indicates that a chance event is neither likely nor unlikely.</p> <p>f. Understand that a probability closer to 0 indicates an unlikely chance event.</p>
8-6.7 Analyze probability using area models.	Not addressed	Not addressed
8-6.8 Interpret graphic and tabular data representations using measures of central tendency (mean, median, and mode) and range.	<p>Moved to 6<sup>th</sup> Grade</p> <p>6.SP.5c: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</p> <p>6.SP.5d: Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</p>	<p>6.DS.5c Give measures of center (median, mean).</p> <p>d. Find measures of variability (interquartile range, mean absolute deviation) using a number line.</p> <p>6.DS.5f Justify the choices for measure of center and measure of variability based on the shape of the distribution.</p> <p>6.DS.5g Describe the impact that inserting or deleting a data point has on the measures of center (median, mean) for a data set.</p>

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	<p>8.NS.1: Understand informally that every number has a decimal expansion; the rational numbers are those with decimal expansions that terminate in 0s or eventually repeat. Know that other numbers are called irrational.</p>	<p>8.NS.1 Explore the real number system and its appropriate usage in real-world situations.</p> <ul style="list-style-type: none"> <li>a. Recognize the differences between rational and irrational numbers.</li> <li>b. Understand that all real numbers have a decimal expansion.</li> <li>c. Model the hierarchy of the real number system, including natural, whole, integer, rational, and irrational numbers.</li> </ul>
	<p>8.EE.1: Know and apply the properties of integer exponents to generate equivalent numerical expressions. <i>For example, <math>32 \times 3^{-5} = 3^{-3} = 1/33 = 1/27</math>.</i></p>	<p>8.EE.1 Understand and apply the laws of exponents (i.e. product rule, quotient rule, power to a power, product to a power, quotient to a power, zero power property, negative exponents) to simplify numerical expressions that include integer exponents.</p>
	<p>8.EE.3: Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. <i>For example, estimate the population of the United States as <math>3 \times 10^8</math> and the population of the world as <math>7 \times 10^9</math>, and determine that the world population is more than 20 times larger.</i></p>	<p>8.EE.3 Explore the relationship between quantities in decimal and scientific notation.</p> <ul style="list-style-type: none"> <li>a. Express very large and very small quantities in scientific notation in the form <math>aa \times 10^b = p</math> where <math>1 \leq aa &lt; 10</math> and <math>bb</math> is an integer.</li> <li>b. Translate between decimal notation and scientific notation.</li> <li>c. Estimate and compare the relative size of two quantities in scientific notation.</li> </ul>

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	<p>8.EE.4: Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.</p>	<p>8.EE.4 Apply the concepts of decimal and scientific notation to solve real-world and mathematical problems.</p> <ul style="list-style-type: none"> <li>a. Multiply and divide numbers expressed in both decimal and scientific notation.</li> <li>b. Select appropriate units of measure when representing answers in scientific notation.</li> <li>c. Translate how different technological devices display numbers in scientific notation.</li> </ul>
	<p>8.EE.5: Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i></p>	<p>8.EE.5 Apply concepts of proportional relationships to real-world and mathematical situations.</p> <ul style="list-style-type: none"> <li>a. Graph proportional relationships.</li> <li>b. Interpret unit rate as the slope of the graph.</li> <li>c. Compare two different proportional relationships given multiple representations, including tables, graphs, equations, diagrams, and verbal descriptions.</li> </ul>

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**8<sup>th</sup> Grade**

2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
	<p>8.EE.8: Analyze and solve pairs of simultaneous linear equations.</p> <p>a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.</p> <p>b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. <i>For example, <math>3x + 2y = 5</math> and <math>3x + 2y = 6</math> have no solution because <math>3x + 2y</math> cannot simultaneously be 5 and 6.</i></p> <p>c. Solve real-world and mathematical problems leading to two linear equations in two variables. <i>For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</i></p>	<p>8.EE.8 Investigate and solve real-world and mathematical problems involving systems of linear equations in two variables with integer coefficients and solutions.</p> <p>a. Graph systems of linear equations and estimate their point of intersection.</p> <p>b. Understand and verify that a solution to a system of linear equations is represented on a graph as the point of intersection of the two lines.</p> <p>c. Solve systems of linear equations algebraically, including methods of substitution and elimination, or through inspection.</p> <p>d. Understand that systems of linear equations can have one solution, no solution, or infinitely many solutions.</p>

**Crosswalk of the 2007 Academic Standards for Mathematics, Common Core State Standards for Mathematics,  
and South Carolina College- and Career-Ready Standards**

**8<sup>th</sup> Grade**

2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
	<p>8.F.1: Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</p>	<p>8.F.1 Explore the concept of functions.</p> <p>a. Understand that a function assigns to each input exactly one output.</p> <p>b. Relate inputs (<math>x</math>-values or domain) and outputs (<math>y</math>-values or range) to independent and dependent variables.</p> <p>c. Translate among the multiple representations of a function, including mappings, tables, graphs, equations, and verbal descriptions.</p> <p>d. Determine if a relation is a function using multiple representations, including mappings, tables, graphs, equations, and verbal descriptions.</p> <p>e. Graph a function from a table of values.</p> <p>Understand that the graph and table both represent a set of ordered pairs of that function.</p>
	<p>8.F.5: Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.</p>	<p>8.F.5 Apply the concepts of linear and nonlinear functions to graphs in real-world and mathematical situations.</p> <p>a. Analyze and describe attributes of graphs of functions (e.g., constant, increasing/decreasing, linear/nonlinear, maximum/minimum, discrete/continuous).</p> <p>b. Sketch the graph of a function from a verbal description.</p> <p>c. Write a verbal description from the graph of a function with and without scales.</p>

**Crosswalk of the 2007 Academic Standards for Mathematics, Common Core State Standards for Mathematics,  
and South Carolina College- and Career-Ready Standards**

**8<sup>th</sup> Grade**

2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
	<p>8.G.1: Verify experimentally the properties of rotations, reflections, and translations:</p> <ul style="list-style-type: none"> <li>a. Lines are taken to lines, and line segments to line segments of the same length.</li> <li>b. Angles are taken to angles of the same measure.</li> <li>c. Parallel lines are taken to parallel lines.</li> </ul>	<p>8.GM.1 Investigate the properties of rigid transformations (rotations, reflections, translations) using a variety of tools (e.g., grid paper, reflective devices, graphing paper, technology).</p> <ul style="list-style-type: none"> <li>a. Verify that lines are mapped to lines, including parallel lines.</li> <li>b. Verify that corresponding angles are congruent.</li> <li>c. Verify that corresponding line segments are congruent.</li> </ul>
	<p>8.G.2: Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.</p>	<p>8.GM.2 Apply the properties of rigid transformations (rotations, reflections, translations).</p> <ul style="list-style-type: none"> <li>a. Rotate geometric figures 90, 180, and 270 degrees, both clockwise and counterclockwise, about the origin.</li> <li>b. Reflect geometric figures with respect to the <math>x</math>-axis and/or <math>y</math>-axis.</li> <li>c. Translate geometric figures vertically and/or horizontally.</li> <li>d. Recognize that two-dimensional figures are only congruent if a series of rigid transformations can be performed to map the pre-image to the image.</li> <li>e. Given two congruent figures, describe the series of rigid transformations that justifies this congruence.</li> </ul>

**Crosswalk of the 2007 Academic Standards for Mathematics, Common Core State Standards for Mathematics,  
and South Carolina College- and Career-Ready Standards**

**8<sup>th</sup> Grade**

2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
	<p>8.G.5: Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. <i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i></p>	<p>8.GM.5 Extend and apply previous knowledge of angles to properties of triangles, similar figures, and parallel lines cut by a transversal.</p> <ul style="list-style-type: none"> <li>a. Discover that the sum of the three angles in a triangle is 180 degrees.</li> <li>b. Discover and use the relationship between interior and exterior angles of a triangle.</li> <li>c. Identify congruent and supplementary pairs of angles when two parallel lines are cut by a transversal.</li> <li>d. Recognize that two similar figures have congruent corresponding angles.</li> </ul>
	<p>8.G.6: Explain a proof of the Pythagorean Theorem and its converse.</p>	<p>8.GM.6 Use models to demonstrate a proof of the Pythagorean Theorem and its converse.</p>
	<p>8.SP.3: Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i></p>	<p>8.DSP.3 Apply concepts of an approximate line of best fit in real-world situations.</p> <ul style="list-style-type: none"> <li>a. Find an approximate equation for the line of best fit using two appropriate data points.</li> <li>b. Interpret the slope and intercept.</li> <li>c. Solve problems using the equation.</li> </ul>

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and South Carolina College- and Career-Ready Standards**

**8<sup>th</sup> Grade**

2007 SC Academic Standards for Mathematics	Common Core State Standards for Mathematics (2010)	South Carolina College- and Career-Ready Standards (2015)
	<p>8.SP.4: Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i></p>	<p>8.DSP.4 Investigate bivariate categorical data in two-way tables.</p> <ul style="list-style-type: none"> <li>a. Organize bivariate categorical data in a two-way table.</li> <li>b. Interpret data in two-way tables using relative frequencies.</li> <li>c. Explore patterns of possible association between the two categorical variables.</li> </ul>
		<p>8.NS.3 Extend prior knowledge to translate among multiple representations of rational numbers (fractions, decimal numbers, percentages). Include the conversion of repeating decimal numbers to fractions.</p>

## High School Mathematics Standards Comparison of Standards

This document starts with the *2007 SC Academic Standards for Mathematics* which are shown in that labeled column below. The content of the related *Common Core State Standards for Mathematics* (CCSS-M) and the *South Carolina College- and Career-Ready Standards for Mathematics* (SCCCR-M) is then compared to each given 2007 standards and set forth in that same row. The mathematics standards are organized by strands. Professional judgment should be used when reviewing and utilizing the comparison.

### Number and Quantity

2007 SC Academic Standards for Mathematics	Common Core Standards for Mathematics	South Carolina College- and Career-Ready Standards for Mathematics
IA-4.5, EA-2.2 Apply the laws of exponents and roots to solve problems.  Carry out a procedure to simply algebraic expressions involving rational exponents.	N.RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. <i>For example, we define <math>5^{1/3}</math> to be the cube root of 5 because we want <math>(5^{1/3})^3 = 5^{(1/3)3}</math> to hold, so <math>(5^{1/3})^3</math> must equal 5</i>	NRNS.2 Use the definition of the meaning of rational exponents to translate between rational exponent and radical forms.
IA-4.5, IA.4.7, EA-2.2 Carry out a procedure to simply algebraic expressions involving rational exponents.  Carry out a procedure to perform operations with expressions involving rational exponents	N.RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.	NRNS.1 Rewrite expressions involving simple radicals and rational exponents in different forms.

<p>including addition, subtraction, multiplication, division and exponentiation.</p> <p>Apply the laws of exponents and roots to solve problems.</p>		
<p>EA-2.1 Exemplify elements of the real number system, including integers, rational numbers and irrational numbers.</p>	<p>N.RN.3 Explain why sums and products of rational numbers are rational, that the sum of a rational number and an irrational number is irrational, and that the product of a nonzero rational number and an irrational number is irrational.</p>	<p>NRNS.3 Explain why the sum or product of rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.</p>
<p>EA-2.4 Use dimensional analysis to convert units of measure within a system.</p>	<p>N.Q.1 Compare measurements of two quantities of the same type (e.g., two lengths or two weights) expressed in different units to decide which quantity is larger.</p>	<p>NQ.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities in context.</p>
<p>EA-2.4 Use dimensional analysis to convert units of measure within a system.</p>	<p>N.Q.2 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>	<p>NQ.1 Use units of measurement to guide the solution of multi-step tasks. Choose and interpret appropriate labels, units, and scales when constructing graphs and other data displays.</p>

	N.Q.3 Define appropriate quantities for the purpose of descriptive modeling.	NQ.2 Label and define appropriate quantities in descriptive modeling contexts.
8.5.6 Analyze a variety of measurement situations to determine the necessary level of accuracy and precision.	N.Q.4 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	NQ.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities in context.
EA-2.1 Exemplify elements of the real number system, including integers, rational numbers and irrational numbers.	N.CN.1 Know there is a complex number $i$ such that $i^2 = -1$ , and every complex number has the form $a + bi$ with $a$ and $b$ real.	NCNS.1 Know there is a complex number $i$ such that $i^2 = -1$ , and every complex number has the form $a + bi$ with $a$ and $b$ real.
IA-3.1 Carry out a procedure to simplify expressions involving powers of $i$ .	N.CN.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	NCNS.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.
IA-3.2 Carry out a procedure to perform operations with complex numbers including addition, subtraction, multiplication and division.	N.CN.3 Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.	NCNS.3 Find the conjugate of a complex number in rectangular and polar forms and use conjugates to find moduli and quotients of complex numbers.

<p>PC-5.3 Carry out a procedure to plot points in the polar coordinate system.</p>	<p>N.CN.4 Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.</p>	<p>NCNS.4 Graph complex numbers on the complex plane in rectangular and polar form and explain why the rectangular and polar forms of a given complex number represent the same number.</p> <p>NCNS.5 Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation.</p>
<p>IA-3.2 Carry out a procedure to perform operations with complex numbers including addition, subtraction, multiplication and division.</p>	<p>N.CN.5 Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. <i>For example, <math>(1 - \sqrt{3}i)^3 = 8</math> because <math>(1 - \sqrt{3}i)</math> has modulus 2 and argument 120.</i></p>	<p>NCNS.5 Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation</p>
	<p>N.CN.6 Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of</p>	<p>NCNS.6 Determine the modulus of a complex number by multiplying by its conjugate and determine the distance between two complex numbers by calculating the modulus of their difference.</p>

	the numbers at its endpoints.	
IA-3.3 Carry out a procedure to solve quadratic equations algebraically (including factoring, completing the square, and the quadratic formula.)	N.CN.7 Solve quadratic equations with real coefficients that have complex solutions.	NCNS.7 Solve quadratic equations in one variable that have complex solutions.
IA-3.3 Carry out a procedure to solve quadratic equations algebraically (including factoring, completing the square, and the quadratic formula.)	N.CN.9 Extend polynomial identities to the complex numbers. <i>For example, rewrite <math>x^2 + 4</math> as <math>(x + 2i)(x - 2i)</math>.</i>	NCNS.8 Extend polynomial identities to the complex numbers and use DeMoivre's Theorem to calculate a power of a complex number.
NEW	N.CN.9 Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	NCNS.9 Know the Fundamental Theorem of Algebra and explain why complex roots of polynomials with real coefficients must occur in conjugate pairs.
G-6.7, G-6.8 Carry out a procedure to compute the magnitude of the resultant of two perpendicular vectors using the Pythagorean Theorem.  Carry out a procedure to determine the direction of the resultant of two perpendicular vectors using direct measurement.	N.VM.1 Understand that vector quantities have both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., $\mathbf{v}$ , $ \mathbf{v} $ , $\ \mathbf{v}\ $ , $v$ ).	NVMQ.1 Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes.

<p>G-6.5, G-6.8 Carry out a procedure to represent the sum of two vectors geometrically by using the parallelogram method.</p> <p>Carry out a procedure to determine the direction of the resultant of two perpendicular vectors using direct measurement.</p>	<p>N.VM.2 Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.</p>	<p>NVMQ.2 Represent and model with vector quantities. Use the coordinates of an initial point and of a terminal point to find the components of a vector.</p>
	<p>N.VM.3 Solve problems involving velocity and other quantities that can be represented by vectors.</p>	<p>NVMQ.3 Represent and model with vector quantities. Solve problems involving velocity and other quantities that can be represented by vectors.</p>
<p>G-6.5 G-6.6 NEW Carry out a procedure to represent the sum of two vectors geometrically by using the parallelogram method.</p> <p>Carry out a procedure to determine the magnitude and direction of the resultant by direct measurement using a scale drawing.</p>	<p>N.VM.4 Add and subtract vectors. a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes. b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.</p>	<p>NVMQ.4 Perform operations on vectors. a. Add and subtract vectors using components of the vectors and graphically. b. Given the magnitude and direction of two vectors, determine the magnitude of their sum and of their difference.</p>

NEW	<p>c. Understand that vector subtraction <math>\mathbf{v} - \mathbf{w}</math> is defined as <math>\mathbf{v} + (-\mathbf{w})</math>, where <math>-\mathbf{w}</math> is the additive inverse of <math>\mathbf{w}</math>, with the same magnitude as <math>\mathbf{w}</math> and pointing in the opposite direction.</p> <p>Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.</p>	
NEW	<p>N.VM.5 Multiply a vector <math>\mathbf{v}</math> by a scalar.</p> <p>a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as <math>c(v_x, v_y) = (cv_x, cv_y)</math>.</p> <p>b. Compute the magnitude of a scalar multiple <math>c\mathbf{v}</math> using <math>\ c\mathbf{v}\  =  c v</math>.</p> <p>c. Understand that when <math> c v = 0</math>, the direction of <math>c\mathbf{v}</math> is either along <math>\mathbf{v}</math> (for <math>c &gt; 0</math>) or against <math>\mathbf{v}</math> (for <math>c &lt; 0</math>).</p>	<p>NVMQ.5 Multiply a vector by a scalar, representing the multiplication graphically and computing the magnitude of the scalar multiple.</p>

EA-2.10 Represent applied problems using matrices.	N.VM.6 Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.	NVMQ.6 Use matrices to represent and manipulate data.
EA-2.9, EA-2.10 Carry out a procedure to perform operations with matrices including addition, subtraction and scalar multiplication.  Represent applied problems using matrices.	N.VM.7 Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.	NVMQ.7 Perform operations with matrices of appropriate dimensions including addition, subtraction, and scalar multiplication.
EA-2.9 Carry out a procedure to perform operations with matrices including addition, subtraction, and scalar multiplication.	N.VM.8 Add, subtract, and multiply matrices of appropriate dimensions.	NVMQ.7 Perform operations with matrices of appropriate dimensions including addition, subtraction, and scalar multiplication.
EA-2.9 Carry out a procedure to perform operations with matrices including addition, subtraction, and scalar multiplication.	N.VM.9 Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.	NVMQ.8 Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.

NEW	<p>N.VM.10 Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.</p>	<p>NVMQ.9 Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.</p>
NEW	<p>N.VM.11 Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Understand a matrix as a transformation of vectors.</p>	<p>NVMQ.10 Multiply a vector by a matrix of appropriate dimension to produce another vector. Work with matrices as transformations of vectors.</p>
NEW	<p>Understand a <math>2 \times 2</math> matrix as a transformation of the plane, and interpret the absolute value of the determinant in terms of area.</p>	<p>NVMQ.11 Apply <math>2 \times 2</math> matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.</p>

## Algebra

2007 SC Academic Standards for Mathematics	Common Core Standards for Mathematics	South Carolina College- and Career-Ready Standards for Mathematics
<p>PC-1.1 EA-2.8 Communicate knowledge of algebraic and trigonometric relationships using mathematical terminology appropriately.</p> <p>Carry out a procedure to factor binomials, trinomials and polynomials using various techniques including expressions with the greatest common factor, difference between two squares and quadratic trinomials.</p>	<p>A.SSE.1 Interpret expressions that represent a quantity in terms of its context.</p> <p>a. Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret <math>P(1+r)^n</math> as the product of P and a factor not depending on P.</p>	<p>ASE.1 Interpret the meanings of coefficients, factors, terms, and expressions based on their real-world contexts. Interpret complicated expressions as being composed of simpler expressions.</p>
<p>IA-4.3 Carry out a procedure to solve polynomials equations (including factoring by grouping, difference of two squares, sum of squares, sum of cubes and difference of cubes.)</p>	<p>A.SSE.1 Use the structure of an expression to identify ways to rewrite it. <i>For example, see <math>x^4 - y^4</math> as <math>(x^2)^2 - (y^2)^2</math>, thus recognizing it as a difference of squares that can be factored as <math>(x^2 - y^2)(x^2 + y^2)</math>.</i></p>	<p>ASE.2 Analyze the structure of binomials, trinomials, and other polynomials in order to rewrite equivalent expressions.</p> <p>AAPR.6 Apply algebraic techniques to rewrite simple rational expressions in different forms; using inspection, long division, or, for the more complicated examples, a computer algebra system.</p>

<p>PC-1.1, PC-1.3 IA-3.3, IA-4.3, PC-3.3, PC-3.4, PC-4.5, IA-3.3, IA-4.3 EA-2.2, PC-4.5, PC-4.10</p> <p>Communicate knowledge of algebraic and trigonometric relationships using mathematical terminology appropriately.</p> <p>Apply algebraic methods to solve problems in real world contexts. Carry out a procedure to solve quadratic equations algebraically (including factoring, completing the square, and the quadratic equation.)</p> <p>Carry out a procedure to solve polynomials equations (including factoring by grouping, difference of two squares, sum of squares, sum of cubes and difference of cubes.)</p> <p>Carry out a procedure to calculate the zeros of polynomial functions from a set of possible zeros.</p> <p>Carry out procedures to determine characteristics of rational functions, including domain, range, intercepts, asymptotes and discontinues.</p>	<p>A.SSE.3</p> <p>Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p> <p>a. Factor a quadratic expression to reveal the zeros of the function it defines.</p> <p>b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.</p> <p>c. Use the properties of exponents to transform expressions for exponential functions. <i>For example the expression <math>1.15t</math> can be rewritten as <math>(1.151/12)12t \approx 1.01212t</math> to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</i></p>	<p>ASE.3</p> <p>Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p> <p>a. Find the zeros of a quadratic function by rewriting it in equivalent factored form and explain the connection between the zeros of the function, its linear factors, the x-intercepts of its graph, and the solutions to the corresponding quadratic equation.</p> <p>b. Determine the maximum or minimum value of a quadratic function by completing the square.</p> <p>c. Use the properties of exponents to transform expressions for exponential functions.</p>
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<p>Apply the laws of exponents to solve problems involving rational exponents.</p> <p>Carry out a procedure to solve polynomials equations (including factoring by grouping, difference of two squares, sum of squares, sum of cubes and difference of cubes.)</p> <p>Carry out a procedure to solve quadratic equations algebraically (including factoring, completing the square, and the quadratic formula.)</p> <p>Apply the laws of exponents and roots to solve problems.</p> <p>Apply the laws of exponents to solve problems involving rational exponents.</p> <p>Carry out a procedure to solve logarithmic equations graphically.</p>		
<p>PC-1.3 Apply algebraic methods to solve problems in real world contexts.</p>	<p>A.SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.</p>	<p>ASE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems including applications to finance.</p>

<p>IA-2.5, IA-4.1, EA-2.5, EA-2.7</p> <p>Carry out procedures to perform operations on polynomials functions including <math>f(x) + g(x)</math>, <math>f(x) - g(x)</math>, <math>f(x) * g(x)</math> and <math>f(x)/g(x)</math>.</p> <p>Carry out a procedure to perform operations (including multiplication, exponentiation, and division) with polynomial expressions.</p> <p>Carry out a procedure to simplify numerical expressions, including expressions with square roots, using the properties of real numbers, (including commutative, associative, and distributive.)</p> <p>Carry out a procedure (including addition, subtraction, multiplication and division by a monomial) to simplify polynomial expressions.</p>	<p>A.ARP.1</p> <p>Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p>	<p>ASE.2</p> <p>Analyze the structure of binomials, trinomials, and other polynomials in order to rewrite equivalent expressions.</p>
<p>PC-3.2</p> <p>Apply the Rational Root Theorem to determine a set of possible rational roots of a polynomial equation.</p>	<p>A.ARP.2</p> <p>Understand the Remainder Theorem: For a polynomial <math>p(x)</math> and a number <math>a</math>, the remainder on division by <math>x - a</math> is <math>p(a)</math>, so <math>p(a) = 0</math> if and only if <math>(x - a)</math> is a factor of <math>p(x)</math>.</p>	<p>PC.AAPR.2</p> <p>Know and apply the Division Theorem and the Remainder Theorem for polynomials.</p>

<p>IA-4.2, PC-3.1, PC-3.6 Carry out a procedure to determine specified points (including zeros, maximums, and minimums) of polynomial functions.</p> <p>Carry out a procedure to graph quadratic and higher order polynomial functions by analyzing intercepts and end behavior.</p> <p>Carry out a procedure to solve polynomial equations algebraically.</p>	<p>A.ARP.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p>	<p>PC.AAPR.3 Graph polynomials identifying zeros when suitable factorizations are available and indicating end behavior. Write a polynomial function of least degree corresponding to a given graph.</p>
<p>IA-4.1 Carry out a procedure to perform operations (including multiplication, exponentiation, and division) with polynomial expressions.</p>	<p>A.ARP.4 Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity <math>(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2</math> can be used to generate Pythagorean triples.</p>	<p>PC.AAPR.4 Prove polynomial identities and use them to describe numerical relationships.</p>
<p>IA-4.1 Carry out a procedure to perform operations (including multiplication, exponentiation, and division) with polynomial expressions.</p>	<p>A.ARP.5 Understand that the Binomial Theorem gives the expansion of <math>(x + y)^n</math> in powers of <math>x</math> and <math>y</math> for a positive integer <math>n</math>, where <math>x</math> and <math>y</math> are any numbers, with coefficients determined for example by Pascal's</p>	<p>PC.AAPR.5 Apply the Binomial Theorem to expand powers of binomials, including those with one and with two variables. Use the Binomial Theorem to factor squares, cubes, and fourth powers of binomials.</p>

	<p>Triangle. The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.</p>	
<p>IA-4.8, EA-2.5, PC-1.7, PC-3.4</p> <p>Carry out a procedure to perform operations with rational expressions including addition, subtraction, multiplication, division and exponentiation.</p> <p>Carry out a procedure to simplify numerical expressions, including expressions with square roots, using the properties of real numbers, (including commutative, associative, and distributive.)</p> <p>Understand how to represent algebraic and trigonometric relationships using tools such as hand-held computing devices, spreadsheets and computer algebra programs.</p> <p>Carry out procedures to determine characteristics of rational functions, including domain, range, intercepts, asymptotes and discontinues.</p>	<p>A.ARP.6</p> <p>Rewrite simple rational expressions in different forms; write <math>a(x)/b(x)</math> in the form <math>q(x) + r(x)/b(x)</math>, where <math>a(x)</math>, <math>b(x)</math>, <math>q(x)</math>, and <math>r(x)</math> are polynomials with the degree of <math>r(x)</math> less than the degree of <math>b(x)</math>, using inspection, long division, or, for the more complicated examples, a computer algebra system.</p>	<p>PC.AAPR.6</p> <p>Apply algebraic techniques to rewrite simple rational expressions in different forms; using inspection, long division, or, for the more complicated examples, a computer algebra system.</p>

<p>IA-4.8, EA-2.5 Carry out a procedure to perform operations with rational expressions including addition, subtraction, multiplication, and division.</p> <p>Carry out a procedure to simplify numerical expressions, including expressions with square roots, using the properties of real numbers, (including commutative, associative, and distributive.)</p>	<p>A.ARP.7 Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.</p>	<p>PC.AAPR.7 Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.</p>
<p>IA-3.5, IA-3.6, EA-5.9, PC-1.3 Analyze given information, including quadratic models to solve contextual problems.</p> <p>Carry out a procedure to write an equation of a quadratic function given its roots.</p> <p>Analyze given information to write a linear function that models a given problem situation.</p> <p>Apply algebraic methods to solve problems in real world contexts.</p>	<p>A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p>	<p>ACE.1 Create and solve equations and inequalities in one variable that model real-world problems involving linear, quadratic, simple rational, and exponential relationships. Interpret the solutions and determine whether they are reasonable.</p>
<p>IA-4.4 Analyze given information including polynomial models to solve contextual problems.</p>	<p>A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with</p>	<p>ACE.2 Create equations in two or more variables to represent relationships between quantities. Graph the equations on coordinate axes using</p>

	labels and scales	appropriate labels, units, and scales.
<p>IA-2.3, PC-1.3, PC-1.4</p> <p>Analyze a problem situation to determine a system of linear inequalities that models the problem situation.</p> <p>Apply algebraic methods to solve real world problems.</p> <p>Judge the reasonableness of solutions.</p>	<p>A.CED.3</p> <p>Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</p>	<p>A2.ACE.3</p> <p>Use systems of equations and inequalities to represent constraints arising in real-world situations. Solve such systems using graphical and analytical methods, including linear programming. Interpret the solution within the context of the situation. (Limit to linear programming.)</p>
<p>EA-3.7, PC-1.3</p> <p>Carry out a procedure to solve literal equations for a specified variable.</p> <p>Apply algebraic methods to solve problems in real world contexts.</p>	<p>A.CED.4</p> <p>Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law <math>V = IR</math> to highlight resistance <math>R</math>.</p>	<p>A2.ACE.4</p> <p>Solve literal equations and formulas for a specified variable including equations and formulas that arise in a variety of disciplines.</p>
<p>PC-2.4, PC-3.8, PC-4.7, PC-4.10</p> <p>Carry out a procedure to graph transformations (including <math>-f(x)</math>, <math>a \cdot f(x)</math>, <math>f(x) + d</math>, <math>f(x - c)</math>, <math>f(-x)</math>, <math>f(b \cdot x)</math>, <math> f(x) </math>, and <math>f( x )</math>) of parent functions and combinations of transformations.</p> <p>Carry out a procedure to solve rational equations algebraically.</p>	<p>A.REI.1</p> <p>Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p>	<p>AREI.1</p> <p>Understand and justify that the steps taken when solving simple equations in one variable create new equations that have the same solution as the original.</p>

<p>Apply laws of logarithms to solve problems.</p> <p>Carry out a procedure to solve logarithmic equations graphically.</p>		
<p>IA-4.9, IA-4.12, PC-2.4, PC-3.8</p> <p>Carry out a procedure to solve radical equations algebraically.</p> <p>Carry out a procedure to solve rational equations algebraically.</p> <p>Carry out a procedure to graph transformations (including <math>-f(x)</math>, <math>a \cdot f(x)</math>, <math>f(x) + d</math>, <math>f(x - c)</math>, <math>f(-x)</math>, <math>f(b \cdot x)</math>, <math> f(x) </math>, and <math>f( x )</math>) of parent functions and combinations of transformations.</p> <p>Carry out a procedure to solve rational equations algebraically.</p>	<p>A.REI.2</p> <p>Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.</p>	<p>AREI.2</p> <p>Solve simple rational and radical equations in one variable and understand how extraneous solutions may arise.</p>
<p>EA-4.7, EA-4.8, PC-2.4, PC-3.10</p> <p>Carry out procedures to solve linear inequalities in one variable algebraically and graph the solution.</p> <p>Carry out a procedure to solve systems of two linear equations graphically.</p>	<p>A.REI.3</p> <p>Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. Graph the solution set of an inequality on a number line.</p>	<p>AREI.3</p> <p>Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p>

<p>Carry out a procedure to graph transformations (including <math>-f(x)</math>, <math>a \cdot f(x)</math>, <math>f(x) + d</math>, <math>f(x - c)</math>, <math>f(-x)</math>, <math>f(b \cdot x)</math>, <math> f(x) </math>, and <math>f( x )</math>) of parent functions and combinations of transformations.</p> <p>Carry out a procedure to solve polynomial inequalities algebraically.</p>		
<p>EA-6.4, IA-3.3, IA-3.4 Carry out a procedure to solve quadratic equations by factoring.</p> <p>Carry out a procedure to solve quadratic equations algebraically (including factoring, completing the square, and the quadratic formula.)</p> <p>Use the discriminant to determine the number and type of solutions of a quadratic equation.</p>	<p>A.REI.4 Solve quadratic equations in one variable. a. Understand that the method of completing the square transforms any quadratic equation in <math>x</math> into an equation of the form <math>(x - p)^2 = q</math> that has the same solutions. This leads to the quadratic formula. b. Solve by inspection (e.g., for <math>x^2 = 49</math>), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as <math>a \pm bi</math> for real numbers <math>a</math> and <math>b</math>.</p>	<p>AREI.4 Solve mathematical and real-world problems involving quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in <math>x</math> into an equation of the form <math>(x - h)^2 = k</math> that has the same solutions. Derive the quadratic formula from this form. b. Solve quadratic equations by inspection, taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as <math>a + bi</math> for real numbers <math>a</math> and <math>b</math>.</p>

<p>IA-2.1, IA-2.11 Carry out a procedure to solve a system of linear inequalities.</p> <p>Carry out a procedure to solve a system of equations, including one linear function and one quadratic function.</p>	<p>A.REI.5 Understand that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.</p>	<p>AREI.5 Justify that the solution to a system of linear equations is not changed when one of the equations is replaced by a linear combination of the other equation.</p>
<p>IA-2.1, IA-2.11, EA-4.9, EA-4.10 Carry out a procedure to solve a system of linear inequalities.</p> <p>Carry out a procedure to solve a system of equations, including one linear function and one quadratic function.</p> <p>Carry out a procedure to perform operations with matrices including addition, subtraction and scalar multiplication.</p> <p>Carry out a procedure to solve systems of two linear equations graphically.</p>	<p>A.REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p>	<p>AREI.6 Solve systems of linear equations algebraically and graphically focusing on pairs of linear equations in two variables.</p> <p>a. Solve systems of linear equations using the substitution method.</p> <p>b. Solve systems of linear equations using linear combination.</p>
<p>IA-2.1, IA-2.11, PC-6.3 Carry out a procedure to solve a system of linear inequalities.</p> <p>Carry out a procedure to solve a system of equations, including one linear function and one quadratic function.</p>	<p>A.REI.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of</p>	<p>AREI.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. Understand that such systems may have zero, one, two, or infinitely many</p>

Apply a procedure to calculate the coordinates of points where a line intersects a circle.	intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$ .	solutions.
IA-2.11 Carry out a procedure to solve a system of equations, including one linear function and one quadratic function.	A.REI.8 Represent a system of linear equations as a single matrix equation in a vector variable.	AREI.8 Represent a system of linear equations as a single matrix equation in a vector variable.
IA-2.11 Carry out a procedure to solve a system of equations, including one linear function and one quadratic function.	A.REI.9 Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 or greater).	AREI.9 Using technology for matrices of dimension $3 \times 3$ or greater, find the inverse of a matrix if it exists and use it to solve systems of linear equations.
EA-5.1, PC-1.5, PC-3.10, PC-3.11 Carry out a procedure to graph a line given the equation of a line.  Understand algebraic and trigonometric relationships using a variety of representations, including verbal, graphical, numerical and symbolic.  Carry out a procedure to solve polynomial inequalities algebraically.  Carry out a procedure to solve polynomial inequalities graphically.	A.REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a straight line).	AREI.10 Explain that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane.

<p>IA-2.11, EA-4.9, PC-1.7, PC-4.9, PC-4.11, PC-5.11</p> <p>Carry out a procedure to solve a system of equations, including one linear function and one quadratic function.</p> <p>Carry out a procedure to solve systems of two linear equations algebraically.</p> <p>Understand how to represent algebraic and trigonometric relationships using tools such as hand-held computing devices, spreadsheets and computer algebra systems.</p> <p>Carry out a procedure to solve exponential equations graphically.</p> <p>Carry out a procedure to solve logarithmic equations graphically.</p> <p>Carry out a procedure to solve trigonometric equations graphically.</p>	<p>A.REI.11</p> <p>Explain why the <math>x</math>-coordinates of the points where the graphs of the equations <math>y = f(x)</math> and <math>y = g(x)</math> intersect are the solutions of the equation <math>f(x) = g(x)</math>; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where <math>f(x)</math> and/or <math>g(x)</math> are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p>	<p>AREI.11</p> <p>Solve an equation of the form <math>f(x) = g(x)</math> graphically by identifying the <math>x</math>-coordinate(s) of the point(s) of intersection of the graphs of <math>y = f(x)</math> and <math>y = g(x)</math>.</p>
<p>IA-2.2</p> <p>Carry out a procedure to solve a system of linear inequalities graphically.</p>	<p>A.REI.12</p> <p>Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the</p>	<p>AREI.12</p> <p>Graph the solutions to a linear inequality in two variables.</p>

	solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	
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<b>Functions</b>		
<b>2007 SC Academic Standards for Mathematics</b>	<b>Common Core Standards for Mathematics</b>	<b>South Carolina College- and Career-Ready Standards for Mathematics</b>
<p>EA – 3.1, EA – 3.2, EA – 5.5, EA – 5.6</p> <p>Classify a relationship as being either a function or not a function from data through a table, set of ordered pairs or graph.</p> <p>Use function notation to represent functional relationships.</p> <p>Carry out a procedure to determine the x-intercept and the y-intercept of lines from data given tabularly, graphically, symbolically and verbally.</p> <p>Carry out a procedure to determine the slope of a line from data given tabularly, graphically, symbolically and verbally.</p>	<p>F.1</p> <p>Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If <math>f</math> is a function and <math>x</math> is an element of its domain, then <math>f(x)</math> denotes the output of <math>f</math> corresponding to the input <math>x</math>. The graph of <math>f</math> is the graph of the equation <math>y = f(x)</math>.</p>	<p>FIF.1</p> <p>Extend previous knowledge of a function to apply to general behavior and features of a function.</p> <p>a. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range.</p> <p>b. Represent a function using function notation and explain that <math>f(x)</math> denotes the output of function <math>f</math> that corresponds to the input <math>x</math>.</p> <p>c. Understand that the graph of a function labeled as <math>f</math> is the set of all ordered pairs <math>(x, y)</math> that satisfy the equation <math>y = f(x)</math>.</p>
<p>EA – 3.3, PC – 5.6</p> <p>Carry out a procedure to evaluate a function for a given element in the domain.</p> <p>Apply a procedure to evaluate trigonometric expressions.</p> <p>.</p>	<p>F.1</p> <p>Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p>	<p>FIF.1</p> <p>Extend previous knowledge of a function to apply to general behavior and features of a function.</p> <p>a. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of</p>

		<p>the range.</p> <p>b. Represent a function using function notation and explain that <math>f(x)</math> denotes the output of function <math>f</math> that corresponds to the input <math>x</math>.</p> <p>c. Understand that the graph of a function labeled as <math>f</math> is the set of all ordered pairs <math>(x,y)</math> that satisfy the equation <math>y = f(x)</math>.</p>
<p>IA – 6.7</p> <p>Carry out a procedure to determine consecutive terms of a sequence that is defined recursively.</p>	<p>F.3</p> <p>Understand that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by <math>f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1)</math> for <math>n \geq 1</math>.</p>	<p>FBF.2</p> <p>Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms</p>
<p>PC – 1.5, 2.5, 2.6, 2.7, 3.1, 3.7, 4.1, 2.4, 4.3, 4.4, 4.7, 5.4, 5.5</p> <p>Understand algebraic and trigonometric relationships using a variety of representations, including verbal, graphical, numerical and symbolic.</p> <p>Analyze graphs, tables, and equations to determine the domain and range of parent functions or transformations</p>	<p>F.4</p> <p>For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is</p>	<p>FBF.1</p> <p>Write a function that describes a relationship between two quantities.</p> <p>a. Write a function that models a relationship between two quantities using both explicit expressions and a recursive process and by combining standard forms using addition, subtraction, multiplication and division to build new functions.</p> <p>b. Combine functions using the</p>

<p>of parent functions (including <math>y = x^n</math>, <math>y = \log_a x</math>, <math>y = \ln x</math>, <math>y = 1/x</math>, <math>y = e^x</math>, <math>y = a^x</math>, <math>y = \sin x</math>, <math>y = \cos x</math>, <math>y = \tan x</math>, <math>y = \csc x</math>, <math>y = \sec x</math>, and <math>y = \cot x</math>.)</p> <p>Analyze a function or the symmetry of its graph to determine whether the function is even, odd or neither.</p> <p>Recognize and use connections among significant points of a function (including roots, maximum points, and minimum points), the graph of a function and the algebraic representation of a function.</p> <p>Carry out a procedure to graph quadratic and higher order polynomial functions by analyzing intercepts and end behavior.</p> <p>Carry out a procedure to solve polynomial equations graphically.</p> <p>Carry out a procedure to graph exponential functions by analyzing intercepts and end behavior.</p> <p>Carry out procedures to</p>	<p>increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</p>	<p>operations addition, subtraction, multiplication, and division to build new functions that describe the relationship between two quantities in mathematical and real-world situations.</p>
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<p>algebraically solve equations involving parent functions or transformations of parent functions (including <math>y = x^n</math>, <math>y = \log_a x</math>, <math>y = \ln x</math>, <math>y = 1/x</math>, <math>y = e^x</math>, <math>y = ax</math>, <math>y = \sin x</math>, <math>y = \cos x</math>, <math>y = \tan x</math>, <math>y = \csc x</math>, <math>y = \sec x</math>, and <math>y = \cot x</math>).</p> <p>Carry out procedure to determine characteristics of exponential functions, including domain, range, intercepts and asymptotes.</p> <p>Carry out procedure to determine characteristics of logarithmic functions, including domain, range, intercepts, and asymptotes.</p> <p>Apply laws of logarithms to solve problems.</p> <p>Carry out a procedure to graph trigonometric functions by analyzing intercepts, periodic behavior, and graphs of reciprocal functions.</p> <p>Carry out procedures to determine characteristics of trigonometric functions including domain, range, intercepts, and asymptotes.</p>		
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<p>EA–3.4,5–10, PC 1.1,1.4,2.5,4.1,4.2,4.3,4.4,4.5</p> <p>Analyze the graph of a continuous function to determine the domain and range of a function.</p> <p>Analyze given information to write a linear function that models a given problem situation.</p> <p>Communicate knowledge of algebraic and trigonometric relationships using mathematical terminology appropriately.</p> <p>Judge the reasonableness of solutions.</p> <p>Analyze graphs, tables, and equations to determine the domain and range of parent functions or transformations of parent functions (including <math>y = x^n</math>, <math>y = \log_a x</math>, <math>y = \ln x</math>, <math>y = 1/x</math>, <math>y = e^x</math>, <math>y = a^x</math>, <math>y = \sin x</math>, <math>y = \cos x</math>, <math>y = \tan x</math>, <math>y = \csc x</math>, <math>y = \sec x</math>, and <math>y = \cot x</math>.)</p> <p>Carry out a procedure to graph exponential functions by analyzing intercepts and end behavior.</p>	<p>F.5</p> <p>Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function <math>h(n)</math> gives the number of person-hours it takes to assemble <math>n</math> engines in a factory, then the positive integers would be an appropriate domain for the function</p>	<p>FIF.5</p> <p>Relate the domain and range of a function to its graph and, where applicable, to the quantitative relationship it describes.</p>
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<p>Carry out a procedure to graph logarithmic functions by analyzing intercepts and end behavior.</p> <p>Carry out procedure to determine characteristics of exponential functions, including domain, range, intercepts and asymptotes.</p> <p>Carry out procedure to determine characteristics of logarithmic functions, including domain, range, intercepts, and asymptotes.</p> <p>Apply the laws of exponents to solve problems involving rational exponents.</p>		
<p>EA – 5.7 Apply the concept of slope as a rate of change to solve problems.</p>	<p>F.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p>	<p>FIF.6 Given a function in graphical, symbolic, or tabular form, determine the average rate of change of the function over a specified interval. Interpret the meaning of the average rate of change in a given context.</p>
<p>EA – 3.5, 6.3, 6.5 PC – 1.5, 2.1, 3.1, IA – 2.7, 2.9, 2.10, 4.2 PC – 1.5, 3.4, 3.9 Analyze the graph of a quadratic function to determine its equation.</p> <p>Carry out a graphical procedure to approximate the solutions of</p>	<p>F.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph linear and</p>	<p>FIF.7 Graph functions from their symbolic representations. Indicate key features including intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums</p>

<p>quadratic equations.</p> <p>Understand algebraic and trigonometric relationships using a variety of representations, including verbal, graphical, numerical and symbolic.</p> <p>Carry out a procedure to graph parent functions (including <math>y = x^n</math>, <math>y = \log_a x</math>, <math>y = \ln x</math>, <math>y = 1/x</math>, <math>y = e^x</math>, <math>y = a^x</math>, <math>y = \sin x</math>, <math>y = \cos x</math>, <math>y = \tan x</math>, <math>y = \csc x</math>, <math>y = \sec x</math>, and <math>y = \cot x</math>).</p> <p>Carry out a procedure to graph quadratic and higher order polynomial functions by analyzing intercepts and end behavior.</p> <p>Carry out the procedure to graph parent functions.</p> <p>Carry out a procedure to graph translations of parent functions.</p> <p>Carry out a procedure to graph discontinuous functions, including piecewise and step functions.</p> <p>Carry out a procedure to determine the domain and range of discontinuous functions, including piecewise and step functions.</p>	<p>quadratic functions and show intercepts, maxima, and minima.</p> <p>b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</p> <p>c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</p> <p>d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.</p> <p>e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p>	<p>and minimums; symmetries; end behavior and periodicity. Graph simple cases by hand and use technology for complicated cases.</p> <p>a. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.</p> <p>b. Graph radical functions over their domain show end behavior.</p> <p>c. Graph exponential and logarithmic functions, showing intercepts and end behavior.</p> <p>d. Graph trigonometric functions, showing period, midline, and amplitude.</p>
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<p>Carry out a procedure to determine specified points (including zeros, maximums, and minimums) of polynomial functions.</p> <p>Understand algebraic and trigonometric relationships using a variety of representations, including verbal, graphical, numerical and symbolic.</p> <p>Carry out procedures to determine characteristics of rational functions, including domain, range, intercepts, asymptotes and discontinues.</p> <p><i>Carry out a procedure to solve rational equations graphically.</i></p>		
<p>EA – 6.3, PC – 1.5, 3.7 IA – 4.7 Analyze the graph of a quadratic function to determine its equation.</p> <p>Understand algebraic and trigonometric relationships using a variety of representations, including verbal, graphical, numerical and symbolic.</p> <p>Carry out a procedure to solve polynomial equations graphically.</p>	<p>F.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.</p>	<p>FIF.8 Translate between different but equivalent forms of a function equation to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. b. Interpret expressions for</p>

<p>Carry out a procedure to perform operations with expressions involving rational exponents including addition, subtraction, multiplication, division and exponentiation.</p>	<p>b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as <math>y = (1.02)^t</math>, <math>y = (0.97)^t</math>, <math>y = (1.01)^{12t}</math>, <math>y = (1.2)^{t/10}</math>, and classify them as representing exponential growth or decay.</p>	<p>exponential functions by using the properties of exponents.</p>
<p>IA – 1.5, PC 1.1 Understand algebraic relationships using variety of representations, including verbal, graphical, numerical and symbolic.</p> <p>Communicate knowledge of algebraic and trigonometric relationships using mathematical terminology appropriately.</p>	<p>F.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</p>	<p>FIF.9 Compare properties of two functions given in different representations such as algebraic, graphical, tabular, or verbal.</p>
<p>PC – 1.5, 2.4, 4.6, IA – 6.9 PC – 3.5 Understand algebraic and trigonometric relationships using variety of representations, including verbal, graphical, numerical and symbolic.</p> <p>Carry out procedures to algebraically solve equations</p>	<p>F.BF.1 Write a function that describes a relationship between two quantities a. Determine an explicit expression, a recursive process, or steps for calculation from a context. b. Combine standard function types using</p>	<p>FBF.1 Write a function that describes a relationship between two quantities. a. Write a function that models a relationship between two quantities using both explicit expressions and a recursive process and by combining standard forms using addition,</p>

<p>involving parent functions or transformations of parent functions (including <math>y = x^n</math>, <math>y = \log_a x</math>, <math>y = \ln x</math>, <math>y = 1/x</math>, <math>y = e^x</math>, <math>y = a^x</math>, <math>y = \sin x</math>, <math>y = \cos x</math>, <math>y = \tan x</math>, <math>y = \csc x</math>, <math>y = \sec x</math>, and <math>y = \cot x</math>).</p> <p>Analyze given information to write an exponential function that models a given problem situation. Translate between explicit form and recursive form of sequences.</p> <p>Analyze given information to write a polynomial function that models a given problem situation.</p>	<p>arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</p> <p>c. Compose functions. For example, if <math>f(t)</math> is the height of a falling body after <math>t</math> seconds, <math>f(t - 12)</math> is the height of the same body dropped 12 seconds later.</p>	<p>subtraction, multiplication and division to build new functions.</p> <p>b. Combine functions using the operations addition, subtraction, multiplication, and division to build new functions that describe the relationship between two quantities in mathematical and real-world situations.</p>
<p>IA-6.2 - IA -6.8</p> <p>Carry out a procedure to write a specified term of an arithmetic or geometric sequence given the <math>n</math>th term of the sequence.</p> <p>Carry out a procedure to determine consecutive terms of a sequence that is defined recursively.</p>	<p>F.BF.2</p> <p>Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.</p>	<p>F.BF.2</p> <p>Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.</p>

<p>PC 1.5, 1.7, 2.2, 2.3, 2.4, 2.6, 2.7, 3.5</p> <p>Understand algebraic and trigonometric relationships using a variety of representations, including verbal, graphical, numerical and symbolic.</p> <p>Understand how to represent algebraic and trigonometric relationships using tools such as hand held computing devices, spreadsheets and computer algebra systems.</p> <p>Carry out a procedure to graph transformations (including <math>-f(x)</math>, <math>a \cdot f(x)</math>, <math>f(x) + d</math>, <math>f(x - c)</math>, <math>f(-x)</math>, <math>f(b \cdot x)</math>, <math> f(x) </math>, and <math>f( x )</math>) of parent functions and combinations of transformations.</p> <p>Analyze a graph to describe the transformation (including <math>-f(x)</math>, <math>a \cdot f(x)</math>, <math>f(x) + d</math>, <math>f(x - c)</math>, <math>f(-x)</math>, <math>f(b \cdot x)</math>, <math> f(x) </math>, and <math>f( x )</math>) of parent functions.</p> <p>Carry out procedures to algebraically solve equations involving parent functions or transformations of parent functions (including <math>y = x^n</math>,</p>	<p>F.BF.3</p> <p>Identify the effect on the graph of replacing <math>f(x)</math> by <math>f(x) + k</math>, <math>k f(x)</math>, <math>f(kx)</math>, and <math>f(x + k)</math> for specific values of <math>k</math> (both positive and negative); find the value of <math>k</math> given the graphs.</p> <p>Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p>	<p>FBF.3</p> <p>Describe the effect of the transformations <math>kf(x)</math>, <math>f(x) + k</math>, <math>f(x + k)</math>, and combinations of such transformations on the graph of <math>y = f(x)</math> for any real number <math>k</math>. Find the value of <math>k</math> given the graphs and write the equation of a transformed parent function given its graph.</p>
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<p> <math>y = \log_a x</math>, <math>y = \ln x</math>, <math>y = 1/x</math>, <math>y = e^x</math>, <math>y = a^x</math>, <math>y = \sin x</math>, <math>y = \cos x</math>, <math>y = \tan x</math>, <math>y = \csc x</math>, <math>y = \sec x</math>, and <math>y = \cot x</math>.         </p> <p>Analyze a function or the symmetry of its graph to determine whether the function is even, odd or neither.</p> <p>Recognize and use connections among significant points of a function (including roots, maximum points, and minimum points), the graph of a function and the algebraic representation of a function.</p> <p>Analyze given information to write a polynomial function that models a given problem situation.</p>		
<p>           PC 3.6, 4.7, 4.10            IA – 2.6            PC – 5.13            Carry out a procedure to solve polynomial equations algebraically.         </p> <p>Apply laws of logarithms to solve problems.</p> <p>Carry out a procedure to solve logarithmic equations</p>	<p><b>B.BF.4</b>            Find inverse functions.            a. Solve an equation of the form <math>f(x) = c</math> for a simple function <math>f</math> that has an inverse and write an expression for the inverse. For example, <math>f(x) = 2x^3</math> or <math>f(x) = (x+1)/(x-1)</math> for <math>x \neq 1</math>.            b. Verify by composition that one function is the inverse of another.</p>	<p><b>FBF.4</b>            Understand that an inverse function can be obtained by expressing the dependent variable of one function as the independent variable of another, as <math>f</math> and <math>g</math> are inverse functions if and only if <math>f(x) = y</math> and <math>g(y) = x</math>, for all values of <math>x</math> in the domain of <math>f</math> and all values of <math>y</math> in the domain of <math>g</math>, and find inverse functions for one-to-one</p>

<p>algebraically.</p> <p>Apply a procedure to write an equation of a composition of given functions.</p> <p>Apply a procedure to graph the inverse function for sine, cosine and tangent.</p>	<p>c. Read values of an inverse function from a graph or a table, given that the function has an inverse.</p> <p>d. Produce an invertible function from a non-invertible function by restricting the domain.</p>	<p>function or by restricting the domain.</p> <p>a. Use composition to verify one function is an inverse of another.</p> <p>b. If a function has an inverse, find values of the inverse function from a graph or table.</p>
<p>PC – 4.3, EA – 5.10, PC – 1.5</p> <p>Carry out procedure to determine characteristics of exponential functions, including domain, range, intercepts and asymptotes.</p> <p>Understand algebraic and trigonometric relationships using a variety of representations, including verbal, graphical, numerical and symbolic.</p> <p>Analyze given information to determine the domain and range of a linear function in a problem situation.</p>	<p>F.LQE.1</p> <p>Distinguish between situations that can be modeled with linear functions and with exponential functions.</p> <p>a. Understand that linear functions grow by equal differences over equal intervals; exponential functions grow by equal factors over equal intervals.</p> <p>b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</p> <p>c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</p>	<p>FLOE.1</p> <p>Distinguish between situations that can be modeled with linear functions or exponential functions by recognizing situations in which one quantity changes at a constant rate per unit interval as opposed to those in which a quantity changes by a constant percent rate per unit interval.</p> <p>a. Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.</p> <p>b. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</p>

<p>IA – 6.1, PC-1.5 Understand algebraic and trigonometric relationships using variety of representations, including verbal, graphical, numerical and symbolic.</p> <p>Categorize a sequence as arithmetic, geometric or neither.</p>	<p>F.LQE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p>	<p>FLOE.2 Create symbolic representations of linear and exponential functions, including arithmetic and geometric sequences, given graphs, verbal descriptions, and tables.</p>
<p>IA -4.2, PC – 1.5 Carry out a procedure to determine specified points (including zeros, maximums, and minimums) of polynomial functions.</p> <p>Understand algebraic and trigonometric relationships using variety of representations, including verbal, graphical, numerical and symbolic.</p>	<p>F.LQE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.</p>	<p>FLOE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or more generally as a polynomial function.</p>

<p>IA – 4.10 Carry out a procedure to solve logarithmic equations algebraically.</p>	<p>F.LQE.4. For exponential models, express as a logarithm the solution to a <math>bct = d</math> where <math>a</math>, <math>c</math>, and <math>d</math> are numbers and the base <math>b</math> is 2, 10, or <math>e</math>; evaluate the logarithm using technology. Interpret expressions for functions in terms of the situation they model</p>	<p>FLOE.4 Express a logarithm as the solution to the exponential equation, <math>ab^{ct} = d</math> where <math>a</math>, <math>c</math>, and <math>d</math> are numbers and the base <math>b</math> is 2, 10, or <math>e</math>; evaluate the logarithm using technology.</p>
<p>EA – 6.6, PC – 1.4 Analyze given information to determine the domain of a quadratic function in a problem situation.</p> <p>Judge the reasonableness of solutions.</p>	<p>F.LQE.5 Interpret the parameters in a linear, quadratic, or exponential function in terms of a context.</p>	<p>FLOE.5 Interpret the parameters in a linear or exponential function in terms of the context.</p>
<p>PC – 5.1, 5.2 Understand how angles are measured in either degrees or radians.</p> <p>Carry out a procedure to convert between degree measure and radian measure.</p>	<p>F.TF.1 Understand that the radian measure of an angle is the length of the arc on the unit circle subtended by the angle.</p>	<p>FT.1 Understand that the radian measure of an angle is the length of the arc on the unit circle subtended by the angle.</p>

<p>PC – 1.2,1.5, 5.1, 5.2 Connect algebra and trigonometry with other branches of mathematics.</p> <p>Understand algebraic and trigonometric relationships using a variety of representations including verbal, graphical, numerical, and symbolic.</p> <p>Understand how angles are measured in either degrees or radians.</p> <p>Carry out a procedure to convert between degree measure and radian measure.</p>	<p>F.TF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.</p>	<p>FT.2 Define sine and cosine as functions of the radian measure of an angle in terms of the <math>x</math>- and <math>y</math>-coordinates of the point on the unit circle corresponding to that angle and explain how these definitions are extensions of the right triangle definitions.</p> <p>a. Define the tangent, cotangent, secant, and cosecant functions as ratios involving sine and cosine.</p> <p>b. Write cotangent, secant, and cosecant functions as the reciprocals of tangent, cosine, and sine, respectively.</p>
<p>PC – 1.2, 5.6 Connect algebra and trigonometry with other branches of mathematics.</p> <p>Apply a procedure to evaluate trigonometric expressions.</p>	<p>F.TF.3 Use special triangles to determine geometrically the values of sine, cosine, tangent for <math>\pi/3</math>, <math>\pi/4</math> and <math>\pi/6</math>, and use the unit circle to express the values of sine, cosine, and tangent for <math>\pi-x</math>, <math>\pi+x</math>, and <math>2\pi-x</math> in terms of their values for <math>x</math>, where <math>x</math> is any real number.</p>	<p>FT.3 Use special triangles to determine geometrically the values of sine, cosine, tangent for <math>\frac{\pi}{3}</math>, <math>\frac{\pi}{4}</math>, and <math>\frac{\pi}{6}</math>, and use the unit circle to express the values of sine, cosine, and tangent for <math>\pi - x</math>, <math>\pi + x</math>, and <math>2\pi - x</math> in terms of their values for <math>x</math>, where <math>x</math> is any real number.</p>

<p>PC 1.5, 2.6, 2.7 Understand algebraic and trigonometric relationships using a variety of representations including verbal, graphical, numerical, and symbolic.</p> <p>Analyze a function or the symmetry of its graph to determine whether the function is even, odd or neither.</p> <p>Recognize and use connections among significant points of a function (including roots, maximum points, and minimum points), the graph of a function and the algebraic representation of a function.</p>	<p>F.TF.4 Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.</p>	<p>FT.4 Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.</p>
<p>PC-1.5, 5.4, 5.7 Understand algebraic and trigonometric relationships using a variety of representations including verbal, graphical, numerical, and symbolic.</p> <p>Carry out a procedure to graph trigonometric functions by analyzing intercepts, periodic behavior, and graphs of reciprocal functions.</p> <p>Analyze given information to write a trigonometric equation that</p>	<p>F.TF.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.</p>	<p>FT.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.</p>

models a given problem situation involving right triangles.		
PC – 5.13 Apply a procedure to graph the inverse function for sine, cosine, and tangent.	F.TF.5 Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing.	FT.6 Define the six inverse trigonometric functions using domain restrictions for regions where the function is always increasing or always decreasing.
PC – 5.10 Carry out a procedure to solve trigonometric equations graphically.	F.TF.7 Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.	FT.7 Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.
PC – 5.14 Apply trigonometric relationships (including reciprocal identities, Pythagorean identities, even and odd identities, addition and subtraction formulas of sine, cosine, and tangent, double angle formulas) to verify other trigonometric identities.	F.TF.8 Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to calculate trigonometric ratios.	FT.8 Justify the Pythagorean, even/odd, and cofunction identities for sine and cosine using their unit circle definitions and symmetries of the unit circle and use the Pythagorean identity to find $\sin A$ , $\cos A$ , or $\tan A$ , given $\sin A$ , $\cos A$ , or $\tan A$ , and the quadrant of the angle.

<b>Geometry</b>		
<b>2007 SC Academic Standards for Mathematics</b>	<b>Common Core Standards for Mathematics</b>	<b>South Carolina College- and Career-Ready Standards for Mathematics</b>
G – 1.1 Demonstrate an understanding of the axiomatic structure of geometry using undefined terms, definitions, postulates, theorems, and corollaries.	G.CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	GCO.1 Define angle, perpendicular line, parallel line, line segment, ray, circle, and skew in terms of the undefined notions of point, line, and plane. Use geometric figures to represent and describe real-world objects.
G – 6.3 Apply transformations (translation, reflection, rotation, and dilation) to figures in the coordinate using sketches and coordinates.	G.CO.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).	GCO.2 Represent translations, reflections, rotations, and dilations of objects in the plane by using paper folding, sketches, coordinates, function notation, and dynamic geometry software, and use various representations to help understand the effects of simple transformations and their compositions.
G – 6.3 Apply transformations (translation, reflection, rotation, and dilation) to figures in the coordinate using sketches and coordinates.	G.CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	GCO.3 Describe rotations and reflections that carry a regular polygon onto itself and identify types of symmetry of polygons, including line, point, rotational, and self-congruence, and use

		symmetry to analyze mathematical situations.
G – 1.5 Use inductive reasoning to formulate conjectures.	G.CO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	GCO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
G – 6.3 Apply transformations (translation, reflection, rotation, and dilation) to figures in the coordinate using sketches and coordinates.	G.CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	GCO.11 Construct geometric figures using a variety of tools, including a compass, a straightedge, dynamic geometry software, and paper folding, and use these constructions to make conjectures about geometric relationships.
G -3.8 Apply congruence and similarity between triangles to solve problems.	G.CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	GCO.6 Demonstrate that triangles and quadrilaterals are congruent by identifying a combination of translations, rotations, and reflections in various representations that move one figure onto the other.

<p>G – 2.3, G – 3.9 Use the congruence of line segments and angles to solve problems.</p> <p>Apply theorems to prove triangles are similar or congruent.</p>	<p>G.CO.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.</p>	<p>GCO.7 Prove two triangles are congruent by applying the Side-Angle-Side, Angle-Side-Angle, Angle-Angle-Side, and Hypotenuse-Leg congruence conditions.</p>
<p>G – 2.3, G – 3.9 Use the congruence of line segments and angles to solve problems.</p> <p>Apply theorems to prove triangles are similar or congruent.</p>	<p>G.CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.</p>	<p>GCO.7 Prove two triangles are congruent by applying the Side-Angle-Side, Angle-Side-Angle, Angle-Angle-Side, and Hypotenuse-Leg congruence conditions.</p>
<p>G-2.2, G – 1.6 Use deductive reasoning to validate conjectures with formal and informal proofs, and give counterexamples to disprove a statement.</p> <p>Apply properties of parallel lines, intersecting lines, and parallel lines cut by a transversal to solve problems.</p>	<p>G.CO.9 Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.</p>	<p>GCO.8 Prove, and apply in mathematical and real-world contexts, theorems about lines and angles, including the following:</p> <ul style="list-style-type: none"> <li>a. vertical angles are congruent;</li> <li>b. when a transversal crosses parallel lines, alternate interior angles are congruent, alternate exterior angles are congruent, and consecutive interior angles are supplementary;</li> <li>c. any point on a perpendicular bisector of a line segment is equidistant from the endpoints of the segment;</li> <li>d. perpendicular lines form four right angles.</li> </ul>

<p>G – 1.6, 2.1, 3.6 Use deductive reasoning to validate conjectures with formal and informal proofs and give counterexamples to disprove a statement.</p> <p>Infer missing elements of visual of numerical geometric patterns (including triangular numbers, rectangular numbers, and number of diagonals in polygons).</p> <p>Apply the Triangle Sum Theorem to solve problems.</p>	<p>G.CO.10 Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to <math>180^\circ</math>; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</p>	<p>G.CO.11 Prove, and apply in mathematical and real-world contexts, theorems about the relationships within and among triangles, including the following:</p> <ol style="list-style-type: none"> <li>measures of interior angles of a triangle sum to <math>180^\circ</math>;</li> <li>base angles of isosceles triangles are congruent;</li> <li>the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length;</li> <li>the medians of a triangle meet at a point.</li> </ol>
<p>G – 1.6, 4.5 Use deductive reasoning to validate conjectures with formal and informal proofs, and give counterexamples to disprove a statement.</p> <p>Apply properties and attributes of quadrilaterals and regular polygons and their component parts to solve problems.</p>	<p>G.CO.11 Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.</p>	<p>GCO.10 Prove, and apply in mathematical and real-world contexts, theorems about parallelograms, including the following:</p> <ol style="list-style-type: none"> <li>opposite sides of a parallelogram are congruent;</li> <li>opposite angles of a parallelogram are congruent;</li> <li>diagonals of a parallelogram bisect each other;</li> <li>rectangles are parallelograms with congruent diagonals;</li> </ol> <p>a parallelogram is a rhombus if and only if the diagonals are perpendicular.</p>

<p>G – 1.10, 2.5 Understand geometric relationships including constructions through investigations using a variety of tools such as straightedge, compass, paper folding, dynamic geometry software and hand held computing devices.</p> <p>Carry out a procedure to create geometric constructions (including midpoint of a line segment, angle bisector, perpendicular bisector of a line segment, line through a given point that is parallel to a given line, and line through a given point that is perpendicular to a given line.)</p>	<p>G.CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</p>	<p>GCO.11 Construct geometric figures using a variety of tools, including a compass, a straightedge, dynamic geometry software, and paper folding, and use these constructions to make conjectures about geometric relationships.</p>
<p>G – 2.5 Carry out a procedure to create geometric constructions (including midpoint of a line segment, angle bisector, perpendicular bisector of a line segment, line through a given point that is parallel to a given line, and line through a given point that is perpendicular to a given line.)</p>	<p>G.CO.13 Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.</p>	<p>GCO.11 Construct geometric figures using a variety of tools, including a compass, a straightedge, dynamic geometry software, and paper folding, and use these constructions to make conjectures about geometric relationships.</p>
<p>8-4.3 G – 2.6 Apply a dilation on a square, a rectangle, or a right triangle in a coordinate plane.</p>	<p>G.SRT.1 Verify experimentally the properties of dilations: a. A dilation takes a line not passing through the</p>	<p>GSRT.1 Understand a dilation takes a line not passing through the center of the dilation to a parallel line,</p>

Use scale factors to solve problems involving scale drawings and models.	center of the dilation to a parallel line, and leaves a line passing through the center unchanged. b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.	and leaves a line passing through the center unchanged. Verify experimentally the properties of dilations given by a center and a scale factor. Understand the dilation of a line segment is longer or shorter in the ratio given by the scale factor.
G – 2.6, 3.9 Use scale factors to solve problems involving scale drawings and models.  Apply theorems to prove triangles are similar or congruent.	G.SRT.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	GSRT.2 Use the definition of similarity to decide if figures are similar and justify decision. Demonstrate that two figures are similar by identifying a combination of translations, rotations, reflections, and dilations in various representations that move one figure onto the other.
G – 3.9 Apply theorems to prove triangles are similar or congruent.	G.SRT.3 Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	GSRT.3 Prove that two triangles are similar using the Angle-Angle criterion and apply the proportionality of corresponding sides to solve problems and justify results.
G – 7.4 Apply congruence and similarity between objects to solve problems.	G.SRT.4 Prove theorems about triangles using similarity transformations. Theorems	GSRT.4 Prove, and apply in mathematical and real-world contexts, theorems involving

	include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.	similarity about triangles, including the following: a. A line drawn parallel to one side of a triangle divides the other two sides into parts of equal proportion. b. If a line divides two sides of a triangle proportionally, then it is parallel to the third side. c. The square of the hypotenuse of a right triangle is equal to the sum of squares of the other two sides.
G – 3.8, 4.6 Apply congruence and similarity between triangles to solve problems.  Apply congruence and similarity between shapes (including quadrilaterals and polygons) to solve problems.	G.SRT.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	GSRT.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
G – 3.11, 3.12 Use the properties of 45-45-90 and 30-60-90 triangles to solve problems. Use trigonometric ratios (including sine, cosine, tangent) to solve problems involving right triangles.	G.SRT.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	GSRT.6 Understand how the properties of similar right triangles allow the trigonometric ratios to be defined and determine the sine, cosine, and tangent of an acute angle in a right triangle.
G – 3.12 Use trigonometric ratios (including sine, cosine, tangent) to solve problems involving right triangles	G.SRT.7 Explain and use the relationship between the sine and cosine of	GSRT.7 Explain and use the relationship between the sine and cosine of complementary angles.

	complementary angles.	
G – 3.10, 3.12 Use trigonometric ratios (including sine, cosine, tangent) to solve problems involving right triangles  Use the Pythagorean Theorem and its converse to solve problems.	G.SRT.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.	GSRT.8 Solve right triangles in applied problems using trigonometric ratios and the Pythagorean Theorem.
G – 3.2, PC – 5.9 Carry out a procedure to compute the area of a triangle.  Carry out a procedure to calculate the area of a triangle given the lengths of two sides and the measure of the included angle.	G.SRT.9 Derive the formula $A = \frac{1}{2}ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.	GSRT.9 Derive the formula $A = \frac{1}{2}ab \sin C$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
PC 5.12 Apply the Law of Sines and Law of Cosines to solve problems.	G.SRT.10 Prove the Laws of Sines and Cosines and use them to solve problems.	GSRT.10 Prove the Laws of Sines and Cosines and use them to solve problems.
PC- 5.12 Apply the Law of Sines and Law of Cosines to solve problems.	G.SRT.11 Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).	GSRT.11 Use the Law of Sines and the Law of Cosines to solve for unknown measures of sides and angles of triangles that arise in mathematical and real-world problems.
G – 5.3 Analyze how a change in radius affects the circumference or area of a circle.	G.C.1 Prove that all circles are similar.	GCI.1 Prove that all circles are similar.

<p>G-5.5, 5.6, 5.7</p> <p>Apply properties of component parts of a circle (including radii, diameters, chords, sectors, arcs and segments) to solve problems.</p> <p>Apply properties of lines that intersect circles (including two secants, two tangents or a secant and a tangent) to solve problems.</p> <p>Apply properties of central angles, inscribed angles and arcs of circles to solve problems.</p>	<p>G.C.2</p> <p>Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.</p>	<p>GCI.2</p> <p>Identify and describe relationships among inscribed angles, radii, and chords; among inscribed angles, central angles, and circumscribed angles; and between radii and tangents to circles. Use those relationships to solve mathematical and real-world problems.</p>
<p>G – 2.5</p> <p>Carry out a procedure to create geometric constructions (including midpoint of a line segment, angle bisector, perpendicular bisector of a line segment, line through a given point that is parallel to a given line, and line through a given point that is perpendicular to a given line).</p>	<p>G.C.3</p> <p>Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.</p>	<p>GCI.3</p> <p>Construct the inscribed and circumscribed circles of a triangle using a variety of tools, including a compass, a straightedge, and dynamic geometry software, and prove properties of angles for a quadrilateral inscribed in a circle.</p>
<p>G – 2.5</p> <p>Carry out a procedure to create geometric constructions (including midpoint of a line segment, angle bisector, perpendicular bisector of a line segment, line through a given point that is parallel to a given</p>	<p>G.C.4</p> <p>Construct a tangent line from a point outside a given circle to the circle.</p>	<p>GCI.4</p> <p>Construct a tangent line to a circle through a point on the circle, and construct a tangent line from a point outside a given circle to the circle; justify the process used for each construction.</p>

line, and line through a given point that is perpendicular to a given line).		
G – 5.4, 5.7 Carry out a procedure to compute arc length or area of a sector of a circle.  Apply properties of central angles, inscribed angles, and arcs of circles to solve problems.	G.C.5 Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.	GSRT.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
G – 3.10 Use the Pythagorean Theorem and its converse to solve problems.	G.GPE.1 Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	GGPE.1 Understand that the standard equation of a circle is derived from the definition of a circle and the distance formula.
IA-3.6 Carry out a procedure to write an equation of a quadratic function given its roots.	G.GPE.2 Derive the equation of a parabola given a focus and directrix.	PC.GGPE.2 Use the geometric definition of a parabola to derive its equation given the focus and directrix.
IA – 5.4, 5.6 Carry out a procedure to write an equation of an ellipse centered at the origin given information from among length of major axis, length of minor axis, and vertices.	G.GPE.3 Derive the equations of ellipses and hyperbolas given two foci for the ellipse, and two directrices of a hyperbola.	PC.GGPE.3 Use the geometric definition of an ellipse and of a hyperbola to derive the equation of each given the foci and points whose sum or difference of distance from the foci are constant.

Carry out a procedure to write an equation of a hyperbola centered at the origin with given vertices.		
G – 6.1 Carry out a procedure to compute the surface area of three-dimensional objects (including cones, cylinders, pyramids, prisms, spheres, and hemispheres).	G.GPE.4 Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$ .	GGPE.4 Use coordinates to prove simple geometric theorems algebraically.
EA-5.8 Analyze the equations of two lines of two lines to determine if the lines are perpendicular or parallel.	G.GPE.5 Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	GGPE.5 Analyze slopes of lines to determine whether lines are parallel, perpendicular, or neither. Write the equation of a line passing through a given point that is parallel or perpendicular to a given line. Solve geometric and real-world problems involving lines and slope.
G – 6.2 Analyze the effects of changing the constant, $c$ , on the graph of $y = x^2 + c$ .	G.GPE.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	GGPE.6 Given two points, find the point on the line segment between the two points that divides the segment into a given ratio

<p>G-3.1, 3.2, 4.1, 4.2 Carry out a procedure to compute the perimeter of a triangle.</p> <p>Carry out a procedure to compute the area of a triangle.</p> <p>Carry out a procedure to compute the perimeter of quadrilaterals, regular polygons, and composite figures.</p> <p>Carry out a procedure to find the area of quadrilaterals, regular polygons, and composite figures.</p>	<p>G.GPE.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.</p>	<p>GGPE.7 Use the distance and midpoint formulas to determine distance and midpoint in a coordinate plane, as well as areas of triangles and rectangles, when given coordinates.</p>
<p>G-5.1, 5.2 Carry out a procedure to compute the circumference of circles.</p> <p>Carry out a procedure to compute the area of circles.</p>	<p>G.GMD.1 Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. <i>Use dissection arguments, Cavalieri's principle, and informal limit arguments.</i></p>	<p>G.GGMD.1 Explain the derivations of the formulas for the circumference of a circle, area of a circle, and volume of a cylinder, pyramid, and cone. Apply these formulas to solve mathematical and real-world problems.</p>
<p>G – 7.2, 7.3 Carry out a procedure to compute the volume of three-dimensional objects (including cones, cylinders, pyramids, prisms, spheres, hemispheres, and composite objects).</p>	<p>G.GMD.2 Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.</p>	<p>G.GGMD.2 Explain the derivation of the formulas for the volume of a sphere and other solid figures using Cavalieri's principle.</p>

Analyze how changes in dimensions affect the volume of objects (including cylinders, prisms, and spheres).		
G – 7.2 Carry out a procedure to compute the volume of three-dimensional objects (including cones, cylinders, pyramids, prisms, spheres, hemispheres, and composite objects).	G.GMD.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	G.GGMD.3 Apply surface area and volume formulas for prisms, cylinders, pyramids, cones, and spheres to solve problems and justify results. Include problems that involve algebraic expressions, composite figures, geometric probability, and real-world applications.
G – 7.3 Analyze how changes in dimensions affect the volume of objects (including cylinders, prisms, and spheres).	G.GMD.4 Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	G.GGMD.4 Describe the shapes of two-dimensional cross-sections of three-dimensional objects and use those cross-sections to solve mathematical and real-world problems.
G – 1.9 Demonstrate an understanding of how geometry applies to real world contexts (including architecture, construction, farming, astronomy).	G.GM.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).	GM.1 Use geometric shapes, their measures, and their properties to describe real-world objects.
G – 1.9, G – 1.2 Demonstrate an understanding of how geometry applies to real	G.GM.2 Apply concepts of density based on area and volume	GM.2 Use geometry concepts and methods to model real-world

<p>world contexts (including architecture, construction, farming, astronomy).</p> <p>Communicate knowledge of geometric relationships using mathematical terminology appropriately.</p>	<p>in modeling situations (e.g., persons per square mile, BTUs per cubic foot).</p>	<p>situations and solve problems using a model.</p>
<p>G – 1.9, G – 1.2</p> <p>Demonstrate an understanding of how geometry applies to real world contexts (including architecture, construction, farming, astronomy).</p> <p>Communicate knowledge of geometric relationships using mathematical terminology appropriately.</p>	<p>G.GM.3</p> <p>Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios.</p>	<p>GM.2</p> <p>Use geometry concepts and methods to model real-world situations and solve problems using a model.</p>

<b>Statistics and Probability</b>		
<b>2007 SC Academic Standards for Mathematics</b>	<b>Common Core Standards for Mathematics</b>	<b>South Carolina College- and Career-Ready Standards for Mathematics</b>
<p>DA – 3.5 DA – 3.8 DA – 3.7 Classify the shape of a scatterplot (including linear, quadratic, or exponential).</p> <p>Carry out a procedure to determine a line of best fit for a scatterplot exhibiting a linear pattern by using technology.</p> <p>Carry out a procedure to determine an equation for a trend line for a scatterplot exhibiting a linear pattern by using visual approximation</p>	<p>SP.6 Represent data on two quantitative variables on scatter plots and describe how the variables are related.</p> <p>a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.</p> <p>b. Informally assess the fit of a function by plotting and analyzing residuals.</p> <p>c. Fit a linear function for scatter plots that suggest a linear association.</p>	<p>8.DSP.1 Investigate bivariate data.</p> <p>a. Collect bivariate data.</p> <p>b. Graph the bivariate data on a scatter plot.</p> <p>c. Describe patterns observed on a scatter plot, including clustering, outliers, and association (positive, negative, no correlation, linear, nonlinear).</p>
<p>PC – 1.2, DA – 3.6 Classify graphically and analytically the correlation between two variables as positive, negative, or no correlation.</p> <p>Connect algebra and trigonometry with other branches of mathematics.</p>	<p>SP.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.</p>	<p>8.DSP.1 Apply concepts of an approximate line of best fit in real-world situations.</p> <p>a. Find an approximate equation for the line of best fit using two appropriate data points.</p> <p>b. Interpret the slope and intercept.</p> <p>c. Solve problems using the equation.</p>

<p>DA – 3.9 Explain the meaning of the correlation coefficient, <math>r</math>.</p>	<p>SP.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.</p>	<p>SPID.8 Using technology, compute and interpret the correlation coefficient of a linear fit.</p>
<p>NEW</p>	<p>SP.9 Distinguish between correlation and causation.</p>	<p>SPID.9 Differentiate between correlation and causation when describing the relationship between two variables. Identify potential lurking variables which may explain an association between two variables.</p>
<p>DA – 1.4, 2.4, 4.1 Design and conduct a statistical research project, produce a report, and summarize the findings.</p> <p>Critique data collection methods and describe how bias can be controlled or reduced.</p> <p>Classify a variable as a statistic or a parameter.</p>	<p>S.IC.1 Understand that statistics allows inferences to be made about population parameters based on a random sample from that population.</p>	<p>SPMJ.1 Understand statistics and sampling distributions as a process for making inferences about population parameters based on a random sample from that population.</p>
<p>DA – 2.4 Critique data collection methods and describe how bias can be controlled or reduced.</p>	<p>S.IC.2 Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the</p>	<p>SPMJ.2 Distinguish between experimental and theoretical probabilities. Collect data on a chance event and use the relative frequency to estimate the theoretical probability of that event. Determine whether a given probability model is consistent with experimental results.</p>

	model?	
DA – 2.3 Analyze a data collection procedure to classify the sampling technique used as simple cluster, systematic, or convenience.	S.IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	SPMJ.3 Plan and conduct a survey to answer a statistical question. Recognize how the plan addresses sampling technique, randomization, measurement of experimental error and methods to reduce bias.
NEW	S.IC.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	SPMJ.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
DA – 1.1, 1.3, 3.2, 2.5 Execute procedures to conduct simple probability experiments and collect data using manipulatives including spinners, dice, cards, and coins.  Execute procedures to conduct a simulation using random number tables and/or technology including hand-held computing devices and computers.  Organize and represent data using pictographs, bar graphs, pie charts, dot plots, histograms, time-series plots, stem-and-leaf	S.IC.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	SPMJ.1 Understand statistics and sampling distributions as a process for making inferences about population parameters based on a random sample from that population.

<p>plots, box-and- whiskers plots, and scatter plots.</p> <p>Judge which of two or more possible experimental designs will best answer a given research question.</p>		
<p>DA – 1.7, 1.4</p> <p>Judge the reasonableness of solutions based on the source of the data, the design of the study, the way the data displayed, and the way the data is analyzed.</p> <p>Design and conduct a statistical research project, produce a report, and summarize the findings.</p>	<p>S.IC.6</p> <p>Evaluate reports based on data.</p>	<p>SPMJ.6</p> <p>Evaluate claims and conclusions in published reports or articles based on data by analyzing study design and the collection, analysis, and display of the data.</p>
<p>DA – 5.4, 5.5</p> <p>Categorize two events as mutually exclusive or not mutually exclusive.</p> <p>Use the concept of complementary sets to compute probabilities.</p>	<p>S.CP.1</p> <p>Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").</p>	<p>PS.SPCR.1</p> <p>Describe events as subsets of a sample space and</p> <ol style="list-style-type: none"> <li>Use Venn diagrams to represent intersections, unions, and complements.</li> <li>Relate intersections, unions, and complements to the words and, or, and not.</li> <li>Represent sample spaces for compound events using Venn diagrams.</li> </ol>

<p>DA – 5.7 Carry out a procedure to compute simple probabilities and compound probabilities including conditional probabilities.</p>	<p>S.CP.2 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.</p>	<p>PS.SPCR.2 Use the multiplication rule to calculate probabilities for independent and dependent events. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.</p>
<p>DA – 5.13 Carry out a procedure to compute conditional probability using two-way tables.</p>	<p>S.CP.3 Understand the conditional probability of A given B as <math>P(A \text{ and } B)/P(B)</math>, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.</p>	<p>PS.SPCR.3 Understand the conditional probability of A given B as <math>P(A \text{ and } B)/P(B)</math>, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.</p>
<p>DA – 5.13 Carry out a procedure to compute conditional probability using two-way tables.</p>	<p>S.CP.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional</p>	<p>PS.SPCR.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities.</p>

	<p>probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.</p>	
<p>DA – 5.3 Classify events as dependent or independent.</p>	<p>S.CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</p>	<p>PS.SPCR.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.</p>
<p>DA – 5.3 Classify events as dependent or independent.</p>	<p>S.CP.6 Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.</p>	<p>PS.SPCR.6 Calculate the conditional probability of an event A given event B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.</p>

<p>DA – 5.7 Carry out a procedure to compute simple probabilities and compound probabilities including conditional probabilities.</p>	<p>S.CP.7 Apply the Addition Rule, <math>P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)</math>, and interpret the answer in terms of the model.</p>	<p>PS.SPCR.7 Apply the Addition Rule and the Multiplication Rule to determine probabilities, including conditional probabilities, and interpret the results in terms of the probability model.</p>
<p>NEW</p>	<p>S.CP.8 Apply the general Multiplication Rule in a uniform probability model, <math>P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)</math>, and interpret the answer in terms of the model.</p>	<p>PS.SPCR.7 Apply the Addition Rule and the Multiplication Rule to determine probabilities, including conditional probabilities, and interpret the results in terms of the probability model.</p>
<p>DA – 5.2 Use counting techniques to determine the number of possible outcomes of an event</p>	<p>S.CP.9 Use permutations and combinations to compute probabilities of compound events and solve problems.</p>	<p>PS.SPCR.8 Use permutations and combinations to solve mathematical and real-world problems, including determining probabilities of compound events. Justify the results.</p>
<p>DA – 5.1 Construct a sample space for an experiment and represent it as a list, chart, picture, or tree diagram.</p>	<p>S.MD.1 Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.</p>	<p>PS.SPMD.1 Develop the probability distribution for a random variable defined for a sample space in which a theoretical probability can be calculated and graph the distribution.</p>

<p>DA – 5.11 Use procedures to find the expected value of discrete random variables and construct meaning within contexts.</p>	<p>S.MD.2 Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.</p>	<p>PS.SPMD.2 Calculate the expected value of a random variable as the mean of its probability distribution. Find expected values by assigning probabilities to payoff values. Use expected values to evaluate and compare strategies in real-world scenarios</p>
<p>DA – 5.10 Construct and compare theoretical and experimental probability distributions.</p>	<p>S.MD.3 Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.</p>	<p>PS.SPMD.3 Construct and compare theoretical and experimental probability distributions and use those distributions to find expected values.</p>
<p>DA – 5.10 Construct and compare theoretical and experimental probability distributions.</p>	<p>S.MD.4 Develop a probability distribution for a random variable defined for a sample space in which</p>	<p>SPMD.1 Develop the probability distribution for a random variable defined for a sample space in which a theoretical</p>

	<p>probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many T V sets would you expect to find in 100 randomly selected households?</p>	<p>probability can be calculated and graph the distribution.</p>
<p>DA – 2.6 Generate a research question and design a statistical study to answer the research question.</p> <p>NEW</p> <p>NEW</p>	<p>S.MD.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.</p> <p>a. Find the expected payoff for a game of chance. <i>For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant .</i></p> <p>b. Evaluate and compare strategies on the basis of expected values. <i>For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable,</i></p>	<p>PS.SPMD.2 Calculate the expected value of a random variable as the mean of its probability distribution. Find expected values by assigning probabilities to payoff values. Use expected values to evaluate and compare strategies in real-world scenarios.</p> <p>PS.SPMD.4 Use probability to evaluate outcomes of decisions by finding expected values and determine if decisions are fair.</p>

	<i>chances of having a minor or a major accident.</i>	
NEW	S.MD.6 Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	PS.SPMD.4 Use probability to evaluate outcomes of decisions by finding expected values and determine if decisions are fair.
DA – 2.6 Generate a research question and design a statistical study to answer the research question.	S.MD.7 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	PS.SPMD.6 Analyze decisions and strategies using probability concepts.

<b>Calculus</b>		
<b>2007 SC Academic Standards for Mathematics</b>	<b>Common Core Standards for Mathematics</b>	<b>South Carolina College- and Career-Ready Standards for Mathematics</b>
		<p>C.LC.1            Understand the concept of a limit graphically, numerically, analytically, and contextually.</p> <p>a. Estimate and verify limits using tables, graphs of functions, and technology.</p> <p>b. Calculate limits, including one-sided limits, algebraically using direct substitution, simplification, rationalization, and the limit laws for constant multiples, sums, differences, products, and quotients.</p> <p>c. Calculate infinite limits and limits at infinity. Understand that infinite limits and limits at infinity provide information regarding the asymptotes of certain functions, including rational, exponential and logarithmic functions.</p>
		<p>C.LC.2            Understand the definition and graphical interpretation of continuity of a function.</p> <p>a. Apply the definition of continuity of a function at a point to solve problems.</p> <p>b. Classify discontinuities a</p>

		<p>removable, jump, or infinite. Justify that classification using the definition of continuity.</p> <p>c. Understand the Intermediate Value Theorem and apply the theorem to prove the existence of solutions of equations arising in mathematical and real-world problems.</p>
		<p>C.D.1</p> <p>Understand the concept of the derivative of a function geometrically, numerically, analytically, and verbally.</p> <p>a. Interpret the value of the derivative of a function as the slope of the corresponding tangent line.</p> <p>b. Interpret the value of the derivative as an instantaneous rate of change in a variety of real-world contexts such as velocity and population growth.</p> <p>c. Approximate the derivative graphically by finding the slope of the tangent line drawn to a curve at a given point and numerically by using the difference quotient.</p> <p>d. Understand and explain graphically and analytically the relationship between differentiability and continuity.</p> <p>e. Explain graphically and</p>

		<p>analytically the relationship between the average rate of change and the instantaneous rate of change.</p> <p>f. Understand the definition of the derivative and use this definition to determine the derivatives of various functions.</p>
		<p>C.D.2</p> <p>Apply the rules of differentiation to functions.</p> <p>a. Know and apply the derivatives of constant, power, trigonometric, inverse trigonometric, exponential, and logarithmic functions.</p> <p>b. Use the constant multiple, sum, difference, product, quotient, and chain rules to find the derivatives of functions.</p> <p>c. Understand and apply the methods of implicit and logarithmic differentiation.</p>
		<p>C.D.3</p> <p>Apply theorems and rules of differentiation to solve mathematical and real-world problems.</p> <p>a. Explain geometrically and verbally the mathematical and real-world meanings of the Extreme Value Theorem and the Mean Value Theorem.</p> <p>b. Write an equation of a line</p>

		<p>tangent to the graph of a function at a point.</p> <p>c. Explain the relationship between the increasing/decreasing behavior of <math>f</math> and the signs of <math>f'</math>. Use the relationship to generate a graph of <math>f</math> given the graph of <math>f'</math>, and vice versa, and to identify relative and absolute extrema of <math>f</math>.</p> <p>d. Explain the relationships among the concavity of the graph of <math>f</math>, the increasing/decreasing behavior of <math>f'</math> and the signs of <math>f''</math>. Use those relationships to generate graphs of <math>f</math>, <math>f'</math>, and <math>f''</math> given any one of them and identify the points of inflection of <math>f</math>.</p> <p>e. Solve a variety of real-world problems involving related rates, optimization, linear approximation, and rates of change.</p>
		<p>C.I.1 Understand the concept of the integral of a function geometrically, numerically, analytically, and contextually.</p> <p>a. Explain how the definite integral is used to solve area problems.</p> <p>b. Approximate definite integrals</p>

		<p>by calculating Riemann sums using left, right, and mid-point evaluations, and using trapezoidal sums.</p> <p>c. Interpret the definite integral as a limit of Riemann sums.</p> <p>d. Explain the relationship between the integral and derivative as expressed in both parts of the Fundamental Theorem of Calculus. Interpret the relationship in terms of rates of change.</p>
		<p>C.1.2</p> <p>Apply theorems and rules of integration to solve mathematical and real-world problems.</p> <p>a. Apply the Fundamental Theorems of Calculus to solve mathematical and real-world problems.</p> <p>b. Explain graphically and verbally the properties of the definite integral. Apply these properties to evaluate basic definite integrals.</p> <p>c. Evaluate integrals using substitution.</p>

## Kindergarten – 12<sup>th</sup> Grade Comparison of Standards and Indicators

This document starts with the *2008 SC Academic Standards for English Language Arts* (2008) which are shown in that labeled column below. The content of the related *Common Core State Standards for ELA* and the *South Carolina College- and Career-Ready Standards for ELA* is then compared to each given 2008 standard and set forth in that same row using the *Common Core State Standards Initiative Comparative Review Report*, published in June 2010. The content of the *Common Core State Standards for ELA* is then compared to content in the *South Carolina College- and Career-Ready Standards for ELA*, which received first-reading approval by the State Board of Education in January 2015. This comparison was done by the staff of the SC Education Oversight Committee at the request of EOC member, Sen. Mike Fair. Please note that professional judgment was used in conducting standards comparisons and the complete, original text of each set of standards was consulted in all instances; a complete list of sources is available at the end of this document. In the case of the *South Carolina College- and Career-Ready Standards for ELA*, only grade-level standards were used for comparison purposes.

Professional judgment should be used when reviewing and utilizing comparisons.

### Kindergarten Comparison – Reading: Literature

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
K-1.1 Summarize the main idea and details from literary texts read aloud. K-6.1 Generate how and why questions about a topic of interest.	K.CC.RL.1. With prompting and support, ask and answer questions about key details in a text.	5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.
K-1.1 Summarize the main idea and details from literary texts read aloud. K-1.5 Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.	K.CC.RL.2: With prompting and support, retell familiar stories, including key details.	7.1 With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.
K-1.5 Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.	K.CC.RL.3: With prompting and support, identify characters, settings, and major events in a story.	8.1 With guidance and support, read or listen closely to: a. describe characters and their actions; b. compare characters’ experiences to those of the reader; c. describe setting; d. identify the problem and solution; and e. identify the cause of an event.

<p>K-3.1 Use pictures and context to construct the meaning of unfamiliar words in texts read aloud.</p> <p>K-6.1 Generate how and why questions about a topic of interest.</p>	<p>K.CC.RL.4: 4. Ask and answer questions about unknown words in a text.</p>	<p>10.1 With guidance and support, ask and answer questions about known and unknown words.</p>
<p>1-1.9 Classify a text as either fiction or nonfiction.</p>	<p>K.CC.RL.5. Recognize common types of texts (e.g., storybooks, poems).</p>	<p>12.1 Recognize and sort types of literary texts.</p>
<p>K-3.21 Know the parts of a book (including the front and back covers, the title, and the author's name).</p>	<p>K.CC.RL.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>11.1 Identify the author and illustrator and define the role of each.</p>
<p>K-1.2 Use pictures and words to make predictions regarding a story read aloud.</p>	<p>K.CC.RL.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>9.2 With guidance and support, identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.</p>
<p>K-1.5 Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.</p>	<p>K.CC.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>8.1 With guidance and support, read or listen closely to:</p> <ul style="list-style-type: none"> <li>a. describe characters and their actions;</li> <li>b. compare characters' experiences to those of the reader;</li> <li>c. describe setting;</li> <li>d. identify the problem and solution; and</li> <li>e. identify the cause of an event.</li> </ul> <p>11.2 Identify who is telling the story, the narrator or characters.</p> <p>12.2 Recognize the crafted text structure of recurring phrases.</p>

K-1.11 Read independently for pleasure.	K.CC.RL.10. Actively engage in group reading activities with purpose and understanding.	<p>13.1 Engage in whole and small group reading with purpose and understanding.</p> <p>13.2 Read independently for sustained periods of time to build stamina.</p> <p>13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>
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<b>Kindergarten Comparison – Reading: Informational Text</b>		
<b>2008 SC Academic Standards for ELA</b>	<b>Common Core Standards for ELA</b>	<b>South Carolina College- and Career-Ready Standards for ELA</b>
<p>K-2.1 Summarize the central idea and details from informational texts read aloud.</p> <p>K-6.1 Generate how and why questions about a topic of interest.</p>	K-CC-RI.1. With prompting and support, ask and answer questions about key details in a text.	5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.
K-2.1 Summarize the central idea and details from informational texts read aloud.	K-CC-RI.2 With prompting and support, identify the main topic and retell key details of a text.	6.1 With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.
Not addressed in 2008 standards at this cognitive level	K-CC-RI-3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	7.1 With guidance and support, compare topics or ideas within a thematic or author study heard, read, or viewed.
<p>K-6.1 Generate how and why questions about a topic of interest.</p> <p>K-3.1 Use pictures and context to construct the meaning of unfamiliar words in texts read aloud.</p>	K-CC-RI-4. With prompting and support, ask and answer questions about unknown words in a text.	<p>9.1 With guidance and support, ask and answer questions about known and unknown words.</p> <p>9.2 With guidance and support, identify meanings for familiar words and apply them accurately.</p>
K-3.21 Know the parts of a book (including the front and back covers, the title, and the author’s name).	K-CC-RI-5. Identify the front cover, back cover, and title page of a book.	8.2 With guidance and support, use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and

		describe key facts or information; describe the relationship between these features and the text.
K-3.21 Know the parts of a book (including the front and back covers, the title, and the author's name).	K-CC-RI-6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	10.1 Identify the author and illustrator and define the role of each.
K-1.2 Use pictures and words to make predictions regarding a story read aloud.	K-CC-RI-7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	11.1 With guidance and support, explore informational text structures within texts heard or read.  8.2 With guidance and support, use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.
K-3.23 Distinguish between letters and words.	K-CC-RI-8. With prompting and support, identify the reasons an author gives to support points in a text.	11.2 With guidance and support, identify the reasons an author gives to support a position.
Not addressed in 2008 standards at this cognitive level	K-CC-RI-9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	7.1 With guidance and support, compare topics or ideas within a thematic or author study heard, read, or viewed.
K-2.9 Read independently to gain information.	K-CC-RI-10. Actively engage in group reading activities with purpose and understanding.	12.1 Engage in whole and small group reading with purpose and understanding. 12.2 Read independently for sustained periods of time. 12.3 Read and respond according to task and purpose to become self-directed, critical readers, and thinkers.

## Kindergarten Comparison – Reading: Foundational Skills

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
<p>K-3.22 Carry out left-to-right and top-to-bottom directionality on the printed page.</p> <p>K-3.23 Distinguish between letters and words.</p> <p>K-4.9 Use uppercase and lowercase letters.</p>	<p>K-CC-FS-1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>1.1 Follow words from left to right, top to bottom, and front to back.</p> <p>1.2 Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>1.3 Understand that words are separated by spaces in print.</p> <p>1.4 Recognize and name all upper- and lowercase letters of the alphabet.</p>
<p>K-3.9 Create rhyming words in response to an oral prompt.</p> <p>K-3.10 Create words by orally adding, deleting, or changing sounds. K-3.8 Use beginning sounds, ending sounds, and onsets and rimes to generate words orally.</p> <p>K-3.14 Identify beginning and ending sounds in words.</p>	<p>K-CC-FS-2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make words.</p>	<p>2.1 Recognize and produce rhyming words.</p> <p>2.2 Count, pronounce, blend, and segment syllables in spoken words.</p> <p>2.3 Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.</p> <p>2.5 Add or substitute individual sounds in simple, one-syllable words to make words.</p>
<p>K-3.12 Match consonant and short-vowel sounds to the appropriate letters.</p> <p>K-3.16 Use blending to begin reading words.</p> <p>K-3.17 Begin to spell high-frequency words.</p>	<p>K-CC-FS-3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by</p>	<p>3.1 Produce one-to-one letter-sound correspondences for each consonant.</p> <p>3.2 Associate long and short sounds of the five major vowels with their common spellings.</p> <p>3.3 Read regularly spelled one-syllable words.</p>

	<p>producing the primary or many of the most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>3.4 Distinguish between similarly spelled consonant-vowel-consonant-patterned words by identifying the sounds of the letters that differ.</p> <p>3.5 Read common high-frequency words.</p> <p>3.6 Recognize grade-appropriate irregularly spelled words.</p>
K-3.7 Use appropriate voice level when speaking.	K-CC-FS-4. Read emergent-reader texts with purpose and understanding.	<p>4.1 Read emergent-reader texts with purpose and understanding.</p> <p>4.2 Read emergent texts orally with accuracy, appropriate rate, and expression.</p> <p>4.3 Use picture cues to confirm or self-correct word recognition and understanding.</p>

<b>Kindergarten Comparison – Writing</b>		
<b>2008 SC Academic Standards for ELA</b>	<b>Common Core Standards for ELA</b>	<b>South Carolina College- and Career-Ready Standards for ELA</b>
K-5.4 Use symbols (drawings, letters, and words) to create written pieces (for example, simple rhymes) to entertain others.	K-CC-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 . . .).	1.1 Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.
K-5.2 Use symbols (drawings, letters, and words) to create narratives (for example, stories and journal entries) about people, places, or things. K-5.3 Use symbols (drawings, letters, and words) to create descriptions of personal experiences, people, places, or things.	K-CC-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.	2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.

<p>K-5.2 Use symbols (drawings, letters, and words) to create narratives (for example, stories and journal entries) about people, places, or things.</p>	<p>K-CC-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.</p>	<p>3.1 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.</p>
<p>K-4.8 Revise writing with teacher support.</p>	<p>K-CC-W-5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>4.1 With guidance and support, use nouns.  4.2 With guidance and support, form regular plural nouns orally by adding /s/ or /es/.  4.3 With guidance and support, understand and use interrogatives.  4.4 With guidance and support, use verbs.  4.5 With guidance and support, use adjectives.  4.6 With guidance and support, use prepositional phrases.  4.7 With guidance and support, use conjunctions.  4.8 Produce and expand complete sentences.</p>
<p>Not addressed in 2008 standards</p>	<p>K-CC-W-6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>5.5 Consult print and multimedia resources to check and correct spellings.</p>
<p>K-4.1 Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures).</p>	<p>K-CC-W-7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>6.1 With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.   1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made.</p>
<p>K-6.2 Recognize that information can be found in print sources (for example, books, pictures, simple graphs, and charts) and nonprint sources (for example, videos, television, films, radio, and the Internet).</p>	<p>K-CC-W-8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>2.2 With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.</p>

## Kindergarten Comparison – Speaking and Listening

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
Not addressed in 2008 standards at this cognitive level.	K-CC-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). b. Continue a conversation through multiple exchanges.	1.4 Participate in conversations with varied partners about focused grade level topics and texts in small and large groups. 1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made.
K-6.1 Generate how and why questions about a topic of interest.	K-CC-SL-2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	2.1 With guidance and support, recall information from experiences or gather information from sources to ask and answer questions. 2.2 With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings. 4.1 Identify speaker’s purpose. 4.2 Identify the introduction and conclusion of a presentation. 4.3 Identify when the speaker uses intonation and word stress.
K-6.1 Generate how and why questions about a topic of interest.	K-CC-SL-3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	3.1 Explore how ideas and topics are depicted in a variety of media and formats.
K-5.3 Use symbols (drawings, letters, and words) to create descriptions of personal experiences, people, places, or things.	K-CC-SL-4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	2.1 With guidance and support, recall information from experiences or gather information from sources to ask and answer questions.
K-5.3 Use symbols (drawings, letters, and words) to create descriptions of personal experiences, people, places, or things.	K-CC-SL-5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	3.2 Use appropriate props, images, or illustrations to support verbal communication.

K-6.2 Recognize that information can be found in print sources (for example, books, pictures, simple graphs, and charts) and nonprint sources (for example, videos, television, films, radio, and the Internet).		
K-3.7 Use appropriate voice level when speaking. K-6.4 Use complete sentences when orally communicating with others.	K-CC-W-6. Speak audibly and express thoughts, feelings, and ideas clearly.	5.1 Use voice inflection, expression, rhythm, and rhyme, when presenting poems, short stories, role-plays, or songs. 5.2 Employ repetitive language, onomatopoeia, and/or alliteration to impact the audience.

<b>Kindergarten Comparison – Language</b>		
<b>2008 SC Academic Standards for ELA</b>	<b>Common Core Standards for ELA</b>	<b>South Carolina College- and Career-Ready Standards for ELA</b>
K-4.9 Use uppercase and lowercase letters. K-3.2 Create a different form of a familiar word by adding an –s or –ing ending. K-6.1 Generate how and why questions about a topic of interest. K-4.2 Generate complete sentences orally.	K-CC-L-1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.	4.1 With guidance and support, use nouns. 4.2 With guidance and support, form regular plural nouns orally by adding /s/ or /es/. 4.3 With guidance and support, understand and use interrogatives. 4.4 With guidance and support, use verbs. 4.5 With guidance and support, use adjectives. 4.6 With guidance and support, use prepositional phrases. 4.7 With guidance and support, use conjunctions. 4.8 Produce and expand complete sentences.
1-4.6 Edit for the correct use of written Standard American English, including capitalization	K-CC-L-2. Demonstrate command of the conventions of standard English	5.1 Capitalize the first word in a sentence and the pronoun I.

<ul style="list-style-type: none"> <li>– first word of a sentence,</li> <li>– names of people, and</li> <li>– pronoun I; punctuation</li> <li>– periods,</li> <li>– exclamation points, and</li> <li>– question marks; and spelling</li> <li>- high-frequency words and</li> <li>- three- and four-letter short-vowel words.</li> </ul> <p>K-3.12 Match consonant and short-vowel sounds to the appropriate letters.</p> <p>K-3.4 Recognize high-frequency words.</p> <p>K-3.7 Use appropriate voice level when speaking.</p>	<p>capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun I.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>	<p>5.2 Recognize and name end punctuation.</p> <p>5.3 Write letter(s) for familiar consonant and vowel sounds.</p> <p>5.4 Spell simple words phonetically.</p> <p>5.5 Consult print and multimedia resources to check and correct spellings.</p>
<p>K-3.1 Use pictures and context to construct the meaning of unfamiliar words in texts read aloud.</p> <p>K-3.2 Create a different form of a familiar word by adding an –s or –ing ending.</p>	<p>K-CC-L-4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> <li>a. Identify meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li> <li>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</li> </ul>	<p>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>9.1 With guidance and support, ask and answer questions about known and unknown words.</p>
<p>K-3.15 Classify words by categories (for example, beginning and ending sounds).</p> <p>1-3.5 Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).</p> <p>1-4.4 Use grammatical conventions of written Standard American English, including</p> <ul style="list-style-type: none"> <li>• personal pronouns,</li> <li>• common and proper nouns,</li> <li>• singular and plural nouns, and</li> <li>• conjunctions (and, but, or).</li> </ul> <p>K-3.1 Use pictures and context to construct the</p>	<p>K-CC-L-5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at</li> </ul>	<p>9.2 With guidance and support, identify meanings for familiar words and apply them accurately.</p> <p>9.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.</p> <p>9.4 With guidance and support, use print and multimedia resources to explore word relationships and meanings.</p> <p>9.5 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.</p>

<p>meaning of unfamiliar words in texts read aloud. K-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).</p>	<p>school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	
<p>Standard K-3 The student will learn to read by applying appropriate skills and strategies.</p>	<p>K-CC-L-6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>12.1 Engage in whole and small group reading with purpose and understanding. 12.2 Read independently for sustained periods of time. 12.3 Read and respond according to task and purpose to become self-directed, critical readers, and thinkers.</p>

## 1<sup>st</sup> Grade Comparison – Reading: Literature

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
1-6.1 Generate how and why questions about a topic of interest.	1.CC.RL.1. Ask and answer questions about key details in a text.	5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
1-1.1 Summarize the main idea and supporting evidence in literary text during classroom discussion. 1-1.5 Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order. 1-1.7 Use relevant details in summarizing stories read aloud.	1.CC.RL.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	7.1 Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.
1-1.5 Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order. 1-1.8 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).	1.CC.RL.3. Describe characters, settings, and major events in a story, using key details.	8.1 Read or listen closely to: a. describe characters' actions, and feelings; b. compare and contrast characters' experiences to those of the reader; c. describe setting; d. identify the plot including problem and solution; and e. describe cause and effect relationships.
1-1.4 Find an example of sound devices (including onomatopoeia and alliteration) in texts read aloud. 1-1.6 Explain how elements of author's craft (for example, word choice) affect the meaning of a given literary text.	1.CC.RL.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	9.2 Identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.
1-1.9 Classify a text as either fiction or nonfiction. 1-2.2 Analyze informational texts to draw conclusions and make inferences during classroom discussions. 1-6.2 Use print sources of information (for example, books, newspapers, pictures, charts, and	1.CC.RL.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	12.1 Classify literary texts according to characteristics of a genre.

graphs) and nonprint sources to access information.		
1-1.3 Analyze a narrative text to determine the narrator.	1.CC.RL.6. Identify who is telling the story at various points in a text.	11.2 Distinguish who is telling the story at various points in a text, the narrator or characters.
1-1.2 Use pictures and words to make and revise predictions about a given literary text.	1.CC.RL.7. Use illustrations and details in a story to describe its characters, setting, or events.	8.1 Read or listen closely to: a. describe characters' actions, and feelings; b. compare and contrast characters' experiences to those of the reader; c. describe setting; d. identify the plot including problem and solution; and e. describe cause and effect relationships.  9.2 Identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.
1-1.2 Use pictures and words to make and revise predictions about a given literary text.	1.CC.RL.9. Compare and contrast the adventures and experiences of characters in stories.	8.1 Read or listen closely to: a. describe characters' actions, and feelings; b. compare and contrast characters' experiences to those of the reader; c. describe setting; d. identify the plot including problem and solution; and e. describe cause and effect relationships.
1-1.1 Summarize the main idea and supporting evidence in literary text during classroom discussion.	1.CC.RL.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	13.1 Engage in whole and small group reading with purpose and understanding. 13.2 Read independently for sustained periods of time to build stamina. 13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

## 1<sup>st</sup> Grade Comparison – Reading: Informational Text

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
<p>1-2.1 Summarize the central idea and supporting evidence in an informational text during classroom discussion.</p> <p>1-6.1 Generate how and why questions about a topic of interest.</p>	1-CC-RI-1 Ask and answer questions about key details in a text.	5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
<p>1-2.1 Summarize the central idea and supporting evidence in an informational text during classroom discussion.</p>	1-CC-RI-2. Identify the main topic and retell key details of a text.	6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.
NOT ADDRESSED IN 2008 STANDARDS AT THIS COGNITIVE LEVEL	1-CC-RL-3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	7.1 Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.
<p>1-3.5 Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).</p> <p>1-3.6 Use structural analysis to determine the meaning of compound words and contractions.</p>	1-CC-RL-4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	9.1 Ask and answer questions about known and unknown words in a text.
<p>1-2.5 Understand that headings, subheadings, and print styles (for example, italics, bold, larger type) provide information to the reader.</p> <p>1-2.7 Use functional text features (including tables of contents).</p>	1-CC-RL-5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<p>8.2 Use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.</p> <p>9.4 Use print and multimedia resources to explore word relationships and meanings.</p>
<p>1-3.20 Use pictures and words to construct meaning.</p>	1-CC-RL-6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<p>8.1 Identify words, phrases, illustrations, and photographs used to provide information.</p> <p>8.2 Use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.</p>

<p>1-3.20 Use pictures and words to construct meaning.</p> <p>1-2.6 Use graphic features (for example, illustrations, graphs, charts, and maps) as sources of information.</p>	<p>1-CC-RL-7. Use the illustrations and details in a text to describe its key ideas.</p>	<p>8.2 Use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.</p>
<p>1-2.3 Distinguish between facts and opinions.</p>	<p>1-CC-RL-8. Identify the reasons an author gives to support points in a text.</p>	<p>10.1 Identify the author’s purpose – to explain, entertain, inform, or convince.</p> <p>11.2 Identify the reasons an author gives to support a position.</p>
<p>NOT ADDRESSED IN 2008 STANDARDS AT THIS COGNITIVE LEVEL</p>	<p>1-CC-RL-9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>3.1 Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.</p> <p>7.1 Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.</p>
<p>1-2.9 Read independently for extended periods of time to gain information.</p>	<p>1-CC-RL-10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring Not learning, and building stamina; reflect and respond to increasingly complex text over time.</p> <p>12.1 Engage in whole and small group reading with purpose and understanding.</p> <p>12.2 Read independently for sustained periods of time.</p> <p>12.3 Read and respond according to task and purpose to become self-directed, critical readers, and thinkers.</p>

## 1<sup>st</sup> Grade Comparison – Reading: Foundational Skills

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
<p>1-3.23 Carry out left-to-right, top-to-bottom, and return-sweep directionality on the printed page.</p> <p>1-3.24 Distinguish among letters, words, and sentences.</p> <p>1-4.6 Edit for the correct use of written Standard American English, including capitalization</p> <ul style="list-style-type: none"> <li>– first word of a sentence,</li> <li>– names of people, and</li> <li>– pronoun I; punctuation</li> <li>– periods,</li> <li>– exclamation points, and</li> <li>– question marks; and spelling</li> <li>- high-frequency words and</li> <li>- three- and four-letter short-vowel words.</li> </ul>	<p>1-CC-RS-1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>Standard 1: Demonstrate understanding of the organization and basic features of print.</p> <p>1.1 Recognize the distinguishing features of a sentence.</p>
<p>2-3.11 Spell basic short-vowel, long-vowel, r-controlled, and consonant- blend patterns correctly.</p> <p>1-3.10 Create words by orally adding, deleting, or changing sounds.</p> <p>1-3.11 Use blending to generate words orally.</p> <p>1-3.15 Identify beginning, middle, and ending sounds in single-syllable words.</p>	<p>1-CC-RS-2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>2.1 Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>2.2 Produce single-syllable words by blending sounds, including consonant blends in spoken words.</p> <p>2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.</p> <p>2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.</p>
<p>2-3.11 Spell basic short-vowel, long-vowel, r-controlled, and consonant- blend patterns correctly.</p> <p>1-3.12 Use onsets and rimes to decode and</p>	<p>1-CC-RS-3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound</p>	<p>3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.</p> <p>3.2 Use knowledge that every syllable must have a vowel sound to determine the number of</p>

<p>generate words.1-3.2 1-3.4 Recognize high-frequency words encountered in texts. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word</p> <p>Parts not addressed in 2008 standards.</p>	<p>correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>syllables in words. 3.3 Read a two-syllable word by breaking the word into syllables. 3.4 Use final -e and common vowel team conventions to read words with long vowel sounds. 3.5 Read words with inflectional endings. 3.6 Recognize and read grade-appropriate irregularly spelled words.</p>
<p>1-3.7 Use appropriate rate, word automaticity, phrasing, intonation, and expression to read fluently. 1-3.8 Use appropriate voice level and intonation when speaking and reading aloud.</p>	<p>1-CC-RS-4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>4.1 Read grade-level texts with purpose and understanding. 4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings. 4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.</p>

## 1<sup>st</sup> Grade Comparison – Writing

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
<p>1-5.3 Create written pieces that describe personal experiences, people, places, or things and that use words that appeal to the senses.</p> <p>1-5.4 Create written pieces (for example, simple rhymes and poems) to entertain others.</p>	<p>1-CC-W-1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.</p>
<p>1-5.1 Create written communications (for example, thank you notes) for a specific audience.</p>	<p>1-CC-W-2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>2.1 Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure.</p>
<p>1-5.2 Create narratives (for example, stories and journal entries) about people, places, actions, or things.</p>	<p>1-CC-W-3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>3.1 Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.</p>
<p>1-4.6 Edit for the correct use of written Standard American English, including capitalization</p> <ul style="list-style-type: none"> <li>– first word of a sentence,</li> <li>– names of people, and</li> <li>– pronoun I; punctuation</li> <li>– periods,</li> <li>– exclamation points, and</li> <li>– question marks; and spelling</li> <li>- high-frequency words and</li> <li>- three- and four-letter short-vowel words.</li> </ul>	<p>1-CC-W-5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p> <p>6.1 With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.</p> <p>1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.</p>

Not addressed in 2008 standards.	1-CC-W-6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.  2.1 Express ideas gathered from various print and multimedia sources in a clear and concise manner.
1-4.1 Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures).	1-CC-W-7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	2.2 Participate in shared research exploring a variety of texts; express opinions and talk about findings.
1-6.2 Use print sources of information (for example, books, newspapers, pictures, charts, and graphs) and nonprint sources to access information.	1-CC-W-8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.

## 1<sup>st</sup> Grade Comparison – Speaking and Listening

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
NOT ADDRESSED IN 2008 STANDARDS AT THIS COGNITIVE LEVEL	1-CC-SL-1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under about the topics and texts under	1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups. 1.1 Explore and create meaning through conversation, drama, questioning, and storytelling. 1.2 Practice the skills of taking turns, listening to others, and speaking clearly. 1.3 Practice techniques of volume, eye contact,

	<p>discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>facial expressions, posture, gestures, and space.</p>
<p>1-6.1 Generate how and why questions about a topic of interest.</p>	<p>1-CC-SL-2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>2.1 Express ideas gathered from various print and multimedia sources in a clear and concise manner.</p> <p>2.2 Participate in shared research exploring a variety of texts; express opinions and talk about findings.</p>
<p>1-6.1 Generate how and why questions about a topic of interest.</p>	<p>1-CC-SL-3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.</p>
<p>1-5.3 Create written pieces that describe personal experiences, people, places, or things and that use words that appeal to the senses.</p>	<p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>2.1 Express ideas gathered from various print and multimedia sources in a clear and concise manner.</p>
<p>1-5.3 Create written pieces that describe personal experiences, people, places, or things and that use words that appeal to the senses.</p> <p>1-6.2 Use print sources of information (for example, books, newspapers, pictures, charts, and graphs) and nonprint sources to access information.</p>	<p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>3.1 Explore and compare how ideas and topics are depicted in a variety of media and formats.</p> <p>3.2 Use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.</p>
<p>1-6.5 Use complete sentences when orally presenting information.</p>	<p>Produce complete sentences when appropriate to task and situation.</p>	<p>4.8 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p>

## 1<sup>st</sup> Grade Comparison – Language

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
<p>K-4.9 Use uppercase and lowercase letters.</p> <p>1-4.4 Use grammatical conventions of written Standard American English, including</p> <ul style="list-style-type: none"> <li>• personal pronouns,</li> <li>• common and proper nouns,</li> <li>• singular and plural nouns, and</li> <li>• conjunctions (and, but, or).</li> </ul> <p>1-4.3 Use pictures, letters, or words to tell a story from beginning to end.</p> <p>1-2.3 Distinguish between facts and opinions.</p> <p>1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).</p>	<p>1-CC-L-1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>h. Use determiners (e.g., arts, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>4.1 Use common, proper, and possessive nouns.</p> <p>4.2 Use singular and plural nouns with matching verbs in basic sentences.</p> <p>4.3 Use personal, possessive, and indefinite pronouns.</p> <p>4.4 Use verbs to convey a sense of past, present, and future.</p> <p>4.5 Use adjectives and adverbs.</p> <p>4.6 Use prepositions.</p> <p>4.7 Use conjunctions.</p> <p>4.8 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p>
<p>1-4.6 Edit for the correct use of written Standard American English, Including capitalization</p> <ul style="list-style-type: none"> <li>– first word of a sentence,</li> <li>– names of people, and</li> <li>– pronoun I; punctuation</li> <li>– periods,</li> </ul>	<p>1-CC-L-2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p>	<p>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>5.1 Capitalize the first word of a sentence, dates, names, and the pronoun I.</p>

<ul style="list-style-type: none"> <li>- exclamation points, and</li> <li>- question marks; and spelling</li> <li>- high-frequency words and</li> <li>- three- and four-letter short-vowel words.</li> </ul> <p>2-4.6 Edit for the correct use of written Standard American English, including capitalization</p> <ul style="list-style-type: none"> <li>- proper nouns,</li> <li>- initials of a person’s name,</li> <li>- courtesy titles (Mr., Ms.),</li> <li>- days of the week,</li> <li>- months of the year, and</li> <li>- titles of books, poems, and songs;</li> </ul> <p>punctuation</p> <ul style="list-style-type: none"> <li>- apostrophes in contractions,</li> <li>- commas in a series,</li> <li>- commas in dates, and</li> <li>- quotation marks to show someone is speaking; and spelling</li> <li>- words that do not fit regular spelling patterns (for example, was, were, says, said),</li> <li>- high-frequency words, and</li> <li>- basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns.</li> </ul> <p>1-3.18 Spell three- and four-letter short-vowel words and high-frequency words correctly.</p>	<p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>5.2 Use:</p> <p>a. periods, question marks, and exclamation marks at the end of sentences; and</p> <p>b. commas in dates and to separate items in a series.</p> <p>5.3 Use conventional spelling for words with common spelling patterns.</p> <p>5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.</p> <p>5.5 Consult print and multimedia resources to check and correct spellings.</p>
<p>1-3.1 Use pictures, context, and letter-sound relationships to read unfamiliar words.</p> <p>1-3.2 Identify base words and their inflectional endings (including -s, -es,-ing, -ed, -er, and -est).</p>	<p>1-CC-L-4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<p>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>9.1 Ask and answer questions about known and unknown words in a text.</p> <p>9.2 Identify meanings for familiar words and apply them accurately.</p> <p>9.3 Use inflectional endings and affixes to determine the meaning of unknown words.</p>

		9.4 Use print and multimedia resources to explore word relationships and meanings.
<p>1-3.16 Classify words by categories (for example, beginning and ending sounds).</p> <p>PARTS NOT ADDRESSED IN 2008 STANDARDS AT THIS COGNITIVE LEVEL</p>	<p>1-CC-L-5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>9.1 Ask and answer questions about known and unknown words in a text.</p> <p>9.2 Identify meanings for familiar words and apply them accurately.</p> <p>9.3 Use inflectional endings and affixes to determine the meaning of unknown words.</p> <p>9.4 Use print and multimedia resources to explore word relationships and meanings.</p> <p>9.5 Use words and phrases acquired through talk and text; explore nuances of words and phrases.</p>
<p>1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).</p> <p>1-3.21 Recognize environmental print (for example, signs in the school, road signs, restaurant and store signs, and logos).</p>	<p>1-CC-L-6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<p>Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.</p> <p>5.1 Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme.</p> <p>5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact.</p>

## 2<sup>nd</sup> Grade Comparison – Reading: Literature

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
2-6.1 Generate how and why questions about a topic of interest.	2.CC.RL.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.
2-1.1 Analyze the details that support the expression of the main idea in a given literary text. 2-1.5 Analyze a narrative text to identify characters, setting, and plot. 2-1.8 Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies) by characteristics.	2.CC.RL.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	7.1 Retell the sequence of major events using key details; determine the theme in a text heard or read.
2-1.5 Analyze a narrative text to identify characters, setting, and plot.	2.CC.RL.3. Describe how characters in a story respond to major events and challenges.	Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context. 8.1 Read or listen closely to: a. compare and contrast characters' actions, feelings, and responses to major events or challenges; b. describe how cultural context influences characters, setting, and the development of the plot; and c. explain how cause and effect relationships affect the development of plot.
2-1.4 Find examples of devices of figurative language (including simile) and sound devices (including onomatopoeia and alliteration). 2-1.6 Explain the effect of the author's craft (for example, word choice and the use of repetition) on the meaning of a given literary text.	2.CC.RL.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. 9.1 Identify the literary devices of simile and metaphor and sound devices; explain how the author uses each.
2-1.1 Analyze the details that support the expression of the main idea in a given literary text. 2-1.5 Analyze a narrative text to identify	2.CC.RL.5. Describe the overall structure of a story, including describing how the beginning introduces the	12.1 Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.

characters, setting, and plot.	story and the ending concludes the action.	
2-1.5 Analyze a narrative text to identify characters, setting, and plot.	2.CC.RL.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	11.2 Recognize differences between the points of view and perspectives of the narrator and various characters.
2-1.1 Analyze the details that support the expression of the main idea in a given literary text. 2-2.6 Use graphic features (for example, illustrations, graphs, charts, maps, and diagrams) as sources of information.	2.CC.RL.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	9.2 Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.
2-1.2 Analyze a given literary text to make, revise, and confirm predictions.	2.CC.RL.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	7.2 Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.
2-1.10 Read independently for extended periods of time for pleasure.	2.CC.RL.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring learning, and building stamina; reflect and respond to increasingly complex text over time. 13.1 Engage in whole and small group reading with purpose and understanding. 13.2 Read independently for sustained periods of time to build stamina. 13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

## 2<sup>nd</sup> Grade Comparison – Reading: Informational Text

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
<p>2-2.1 Analyze the central idea and supporting evidence in an informational text during classroom discussion.</p> <p>2-6.1 Generate how and why questions about a topic of interest.</p> <p>1-6.1 Generate how and why questions about a topic of interest.</p>	<p>2.CC.RI.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.</p>
<p>2-2.1 Analyze the central idea and supporting evidence in an informational text during classroom discussion.</p> <p>2-4.3 Create a paragraph that follows a logical sequence (including a beginning, middle, and end) and uses transitional words.</p>	<p>2.CC.RI.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p>6.1 Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.</p>
<p>2-2.8 Explain cause-and-effect relationships in informational texts.</p> <p>2-6.6 Follow multistep directions.</p>	<p>2.CC.RI.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>7.1 Compare and contrast topics, ideas, or concepts across texts in a thematic, author, or genre study heard, read, or viewed.</p>
<p>2-3.1 Use context clues to determine the meaning of unfamiliar words.</p>	<p>2.CC.RI.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>9.1 Use context to determine the meaning of words and phrases.</p>
<p>2-2.5 Use headings, subheadings, and print styles (for example, italics, bold, larger type) to gain information.</p> <p>2-2.6 Use graphic features (for example, illustrations, graphs, charts, maps, and diagrams) as sources of information.</p> <p>2-2.7 Use functional text features (including</p>	<p>2.CC.RI.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>8.2 Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text.</p>

tables of contents and glossaries) as sources of information.		
NOT ADDRESSED IN 2008 STANDARDS	2.CC.RI.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style. 10.1 Identify and analyze the author’s purpose.
2-2.6 Use graphic features (for example, illustrations, graphs, charts, maps, and diagrams) as sources of information.	2.CC.RI.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	8.1 Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.
2-1.6 Explain the effect of the author’s craft (for example, word choice and the use of repetition) on the meaning of a given literary text. 2-2.2 Analyze informational texts to draw conclusions and make inferences during classroom discussions.	2.CC.RI.8. Describe how reasons support specific points the author makes in a text.	Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.  11.2 Identify the structures an author uses to support specific points.
NOT ADDRESSED IN 2008 STANDARDS AT THIS COGNITIVE LEVEL	2.CC.RI.9. Compare and contrast the most important points presented by two texts on the same topic.	11.1 Identify sequential order, cause and effect relationships, and compare and contrast structures within texts to locate information and gain meaning.
2-2.9 Read independently for extended periods of time to gain information.	2-CC-RI-10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring learning, and building stamina; reflect and respond to increasingly complex text over time.  12.3 Read and respond according to task and purpose to become self-directed, critical readers, and thinkers.

## 2<sup>nd</sup> Grade Comparison – Reading: Foundational Skills

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
<p>2-3.11 Spell basic short-vowel, long-vowel, r-controlled, and consonant- blend patterns correctly.</p> <p>2-3.2 Construct meaning through a knowledge of base words, prefixes (including un-, re-, pre-, bi-, mis-, dis-) and suffixes (including -er, -est, -ful) in context.</p> <p>2-3.3 Recognize high-frequency words in context.</p> <p>2-3.12 Spell high-frequency words.</p> <p>2-4.6 Edit for the correct use of written Standard American English, including capitalization</p> <ul style="list-style-type: none"> <li>– proper nouns,</li> <li>– initials of a person’s name,</li> <li>– courtesy titles (Mr., Ms.),</li> <li>– days of the week,</li> <li>– months of the year, and</li> <li>– titles of books, poems, and songs;</li> </ul> <p>punctuation</p> <ul style="list-style-type: none"> <li>– apostrophes in contractions,</li> <li>– commas in a series,</li> <li>– commas in dates, and</li> <li>– quotation marks to show someone is speaking; and spelling</li> <li>– words that do not fit regular spelling patterns (for example, was, were, says, said),</li> <li>– high-frequency words, and</li> <li>– basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns.</li> </ul>	<p>2-CC-RS-3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>c. Decode regularly spelled two-syllable words with long vowels.</li> <li>d. Decode words with common prefixes and suffixes.</li> <li>e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul>	<p>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.</p> <p>3.1 Use knowledge of r-controlled vowels to read.</p> <p>3.2 Use knowledge of how syllables work to read multisyllabic words.</p> <p>3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</p> <p>3.4 Use and apply knowledge of vowel diphthongs.</p> <p>3.5 Use and apply knowledge of how inflectional endings change words.</p> <p>3.6 Recognize and read grade-appropriate irregularly spelled words.</p>
<p>2-3.7 Use appropriate rate, word automaticity, phrasing, and expression to read fluently.</p>	<p>2-CC-RS-4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</p>

	<p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>4.1 Read grade-level texts with purpose and understanding.</p> <p>4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</p>
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## 2<sup>nd</sup> Grade Comparison – Writing

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
<p>2-5.3 Create written pieces that describe objects, people, places, or events and that use words that appeal to the senses.</p> <p>2-5.4 Create written pieces (for example, rhymes, poems, and songs) to entertain others.</p>	<p>2.CC.W.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic or text, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.</p>
<p>2-5.1 Create written communications (for example: directions and instructions) to inform a specific audience.</p>	<p>2.CC.W.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
<p>2-5.2 Create narratives (for example, stories and journal entries) that follow a logical sequence of events.</p>	<p>2.CC.W.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings,</p>	<p>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p>

	use temporal words to signal event order, and provide a sense of closure.	3.1 Explore multiple texts to write narratives that recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
2-4.6 Edit for the correct use of written Standard American English, including capitalization	2.CC.W.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	
<ul style="list-style-type: none"> <li>– proper nouns,</li> <li>– initials of a person’s name,</li> <li>– courtesy titles (Mr., Ms.),</li> <li>– days of the week,</li> <li>– months of the year, and</li> <li>– titles of books, poems, and songs;</li> </ul> punctuation <ul style="list-style-type: none"> <li>– apostrophes in contractions,</li> <li>– commas in a series,</li> <li>– commas in dates, and</li> <li>– quotation marks to show someone is speaking; and spelling <ul style="list-style-type: none"> <li>– words that do not fit regular spelling patterns (for example, was, were, says, said),</li> <li>– high-frequency words, and</li> <li>– basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns.</li> </ul> </li> </ul>		
NOT ADDRESSED IN 2008 STANDARDS	2.CC.W.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information. 2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

2-4.1 Generate ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).	2.CC.W.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	2.2 Participate in shared research; record observations, learning, opinions and articulate findings.
2-6.2 Use a variety of print sources (for example, books, pictures, charts, graphs, diagrams, and picture dictionaries) and nonprint sources to access information.	2.CC.W.8. Recall information from experiences or gather information from provided sources to answer a question.	2.1 Articulate ideas and information gathered from various print and multimedia in a concise manner that maintains a clear focus.

## **2<sup>nd</sup> Grade Comparison – Speaking and Listening**

<b>2008 SC Academic Standards for ELA</b>	<b>Common Core Standards for ELA</b>	<b>South Carolina College- and Career-Ready Standards for ELA</b>
NOT ADDRESSED IN 2008 STANDARDS AT THIS COGNITIVE LEVEL	2.CC.SL.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.  1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.
2-6.1 Generate how and why questions about a topic of interest.	2.CC.SL.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

		3.1 Explain how ideas and topics are depicted in a variety of media and formats.
2-6.1 Generate how and why questions about a topic of interest.	2.CC.SL.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.  4.1 Identify speaker’s purpose and details that keep the listener engaged.  4.4 Identify when the speaker uses intonation and word stress, includes media, addresses the audience, and determines word choice.
2-5.3 Create written pieces that describe objects, people, places, or events and that use words that appeal to the senses.	2.CC.SL.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.  2.1 Articulate ideas and information gathered from various print and multimedia in a concise manner that maintains a clear focus.
2-5.3 Create written pieces that describe objects, people, places, or events and that use words that appeal to the senses. 2-6.2 Use a variety of print sources (for example, books, pictures, charts, graphs, diagrams, and picture dictionaries) and nonprint sources to access information.	2.CC.SL.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	3.2 Create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.
2-6.5 Use Standard American English when appropriate in conversations and discussions.	2.CC.SL.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	5.1 Utilize intonation and word stress to highlight essential concepts and engage the audience.

## 2nd Grade Standards Comparison – Language

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
<p>2-1.4 Find examples of devices of figurative language (including simile) and sound devices (including onomatopoeia and alliteration).</p> <p>2-2.3 Distinguish between facts and opinions in informational texts.</p> <p>2-3.3 Recognize high-frequency words in context.</p>	<p>2-CC-L-1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., group).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>	<p>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>4.1 Use collective nouns.</p> <p>4.2 Form and use frequently occurring irregular plural nouns.</p> <p>4.3 Use reflexive pronouns.</p> <p>4.4 Form and use the past tense of frequently occurring irregular verbs.</p> <p>4.5 Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>4.6 Use positional, time, and place prepositions.</p> <p>4.7 Use conjunctions.</p> <p>4.8 Produce, expand, and rearrange complete simple and compound sentences.</p>
<p>2-3.3 Recognize high-frequency words in context.</p> <p>2-1.3 Analyze the text to determine the narrator.</p>	<p>2-CC-L-2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns</p>	<p>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>5.1 Capitalize greetings, months, days of the week, holidays, geographic names, and titles.</p> <p>5.2 Use: a. periods, question marks, or exclamation marks at the end of sentences; b. commas in greetings and closings of letters, dates, and to separate items in a series; and c. apostrophes to form contractions and singular possessive nouns.</p> <p>5.3 Generalize learned spelling patterns and</p>

	<p>when writing words (e.g., cage → badge; boy → boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>word families.</p> <p>5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high frequency words.</p> <p>5.5 Consult print and multimedia resources to check and correct spellings.</p>
<p>2-3.1 Use context clues to determine the meaning of unfamiliar words.</p> <p>2-3.2 Construct meaning through a knowledge of base words, prefixes (including un-, re-, pre-, bi-, mis-, dis-) and suffixes (including -er, -est, -ful) in context.</p> <p>2-3.6 Use knowledge of individual words to determine the meaning of compound words.</p> <p>2-6.2 Use a variety of print sources (for example, books, pictures, charts, graphs, diagrams, and picture dictionaries) and nonprint sources to access information.</p>	<p>2-CC-L-4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p>	<p>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>9.2 Determine the meaning of a formed word when a known affix is added to the word.</p>
<p>NOT ADDRESSED IN 2008 STANDARDS AT THIS COGNITIVE LEVEL</p>	<p>2-CC-L-5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>9.5 Acquire and use general academic and domain-specific words and phrases acquired through talk and text; identify nuances of words and phrases.</p>
<p>2-3.3 Recognize high-frequency words in context.</p>	<p>2-CC-L-6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p>9.5 Acquire and use general academic and domain-specific words and phrases acquired through talk and text; identify nuances of words and phrases.</p>

## 3<sup>rd</sup> Grade Comparison – Reading: Literature

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
<p>3-1.1 Analyze the details that support the expression of the main idea in a given literary text.</p> <p>3-1.2 Analyze a given literary text to make, revise, and confirm predictions and draw conclusions.</p>	<p>3.CC.RL.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p>5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.</p>
<p>3-1.1 Analyze the details that support the expression of the main idea in a given literary text.</p> <p>3-1.5 Analyze the relationship among characters, setting, and plot in a given literary text.</p> <p>3-1.8 Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies) by characteristics.</p>	<p>3.CC.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.</p>	<p>Standard 6: Summarize key details and ideas to support analysis of thematic development.</p> <p>6.1 Determine the theme by recalling key details that support the theme.</p>
<p>3-1.5 Analyze the relationship among characters, setting, and plot in a given literary text.</p>	<p>3.CC.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.</p>	<p>8.1 Use text evidence to:</p> <ul style="list-style-type: none"> <li>a. describe characters’ traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and</li> <li>b. explain the influence of cultural and historical context on characters, setting, and plot development.</li> </ul>
<p>3-1.4 Distinguish among devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).</p> <p>3-1.6 Analyze the effect of the author’s craft (for example, word choice and sentence structure) on the meaning of a given literary text.</p>	<p>3.CC.RL.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</p>

<p>3-1.5 Analyze the relationship among characters, setting, and plot in a given literary text.</p> <p>3-1.7 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).</p> <p>3-1.9 Recognize the characteristics of poetry (including stanza, rhyme scheme, and repetition).</p>	<p>3.CC.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.</p>	<p>Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</p> <p>12.1 Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions.</p>
<p>3-1.3 Analyze the text to determine first-person point of view.</p>	<p>3.CC.6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>11.1 Explain the differences between first and third person points of view.</p> <p>11.2 Compare and contrast the reader’s point of view to that of the narrator or a character.</p>
<p>3-1.1 Analyze the details that support the expression of the main idea in a given literary text.</p> <p>3-1.5 Analyze the relationship among characters, setting, and plot in a given literary text.</p>	<p>3.CC.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).</p>	<p>9.2 Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.</p>
<p>3-1.2 Analyze a given literary text to make, revise, and confirm predictions and draw conclusions.</p> <p>3-1.6 Analyze the effect of the author’s craft (for example, word choice and sentence structure) on the meaning of a given literary text.</p>	<p>3.CC.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).</p>	<p>7.2 Compare and contrast how an author uses characters to develop theme and plot in different texts within a series.</p>
<p>3-1.10 Analyze cause-and-effect relationships in literary texts.</p>	<p>3.CC.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring learning, and building stamina; reflect and respond to increasingly complex text over time.</p> <p>13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>

### **3<sup>rd</sup> Grade Comparison – Reading: Informational Text**

<b>2008 SC Academic Standards for ELA</b>	<b>Common Core Standards for ELA</b>	<b>South Carolina College- and Career-Ready Standards for ELA</b>
<p>3-2.1 Summarize evidence that supports the central idea of a given informational text.</p> <p>3-2.2 Analyze informational texts to draw conclusions and make inferences.</p>	<p>3.CC.RI.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p>	<p>5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.</p>
<p>3-2.1 Summarize evidence that supports the central idea of a given informational text.</p>	<p>3.CC.RI.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>6.1 Summarize multi-paragraph texts using key details to support the central idea.</p>
<p>3-2.8 Analyze informational texts to identify cause-and-effect relationships.</p>	<p>3.CC.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.</p>	<p>Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>8.2 Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text.</p>
<p>2-3.1 Use context clues to determine the meaning of unfamiliar words.</p>	<p>3.CC.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.</p>	<p>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p>
<p>3-2.6 Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.</p> <p>3-2.7 Use functional text features (including tables of contents, glossaries, and indexes) as sources of information.</p> <p>3-6.2 Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, and thesauri) and nonprint sources (for example, pictures,</p>	<p>3.CC.RI.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>8.2 Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text.</p>

<p>photographs, video, and television) to access information.</p> <p>3-6.5 Use the Internet as a source of information.</p>		
<p>3-2.2 Analyze informational texts to draw conclusions and make inferences.</p> <p>3-2.3 Distinguish between facts and opinions in informational texts.</p> <p>5-2.3 Analyze a given text to detect author bias (for example, unsupported opinions).</p>	<p>3.CC.RI.6. Distinguish their own point of view from that of the author of a text.</p>	<p>10.1 State the author’s purpose; distinguish one’s own perspective from that of the author.</p>
<p>3-2.6 Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.</p>	<p>3.CC.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).</p>	<p>Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>8.2 Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text.</p>
<p>3-2.8 Analyze informational texts to identify cause-and-effect relationships</p>	<p>3.CC.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).</p>	<p>5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.</p>
<p>NOT ADDRESSED IN 2008 STANDARDS AT THIS COGNITIVE LEVEL</p>	<p>3.CC.RI.9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.</p>
<p>3-2.9 Read independently for extended periods of time to gain information.</p>	<p>3.CC.RI.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring learning, and building stamina; reflect and respond to increasingly complex text over time.</p> <p>12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>

## 3rd Grade Comparison – Reading: Foundational Skills

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
<p>3-4.6 Edit for the correct use of written Standard American English, including capitalization</p> <ul style="list-style-type: none"> <li>– geographic names,</li> <li>– holidays, and</li> <li>– historical and special events; punctuation</li> <li>– commas in addresses,</li> <li>– commas in the greeting and closing of letters,</li> <li>– commas in compound sentences,</li> <li>– apostrophes in contractions and possessive nouns,</li> <li>– periods in abbreviations, and</li> <li>– indentation of paragraphs; and spelling</li> <li>– misused homonyms,</li> <li>– high-frequency multisyllabic words,</li> <li>– words that have blends,</li> <li>– contractions,</li> <li>– compound words, and</li> <li>– orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural).</li> </ul> <p>3-3.2 Use base words and affixes to determine the meanings of words.</p> <p>5-3.2 Use Greek and Latin roots and affixes to determine the meanings of words within texts.</p> <p>2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).</p> <p>3-3.4 Read high-frequency words in texts.</p>	<p>3-CC-RS-3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes. c. Decode multisyllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>	<p>Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3.1 Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>3.6 Read grade-appropriate irregularly spelled words.</p>
<p>3-1.11 Read independently for extended periods of time for pleasure.</p> <p>3-2.9 Read independently for extended periods of time to gain information.</p>	<p>3-CC-RS-4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p>	<p>4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</p>

	<p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	
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<b>3<sup>rd</sup> Grade Comparison – Writing</b>		
<b>2008 SC Academic Standards for ELA</b>	<b>Common Core Standards for ELA</b>	<b>South Carolina College- and Career-Ready Standards for ELA</b>
<p>3-3.4 Read high-frequency words in texts.</p> <p>3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).</p>	<p>3.CC.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>1.1 Write opinion pieces that:</p> <p>a. introduce the topic or text, state an opinion, and create an organizational structure that includes reasons;</p> <p>b. use information from multiple print and multimedia sources;</p> <p>c. organize supporting reasons logically;</p> <p>d. use transitional words or phrases to connect opinions and reasons;</p> <p>e. use paraphrasing and original language to avoid plagiarism; and</p> <p>f. provide a concluding statement or section.</p>
<p>3-3.4 Read high-frequency words in texts.</p> <p>3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).</p>	<p>3.CC.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>	<p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2.1 Write informative/explanatory texts that:</p> <p>a. introduce a topic and group related information together;</p> <p>b. use information from multiple print and multimedia sources;</p> <p>c. include illustrations to aid comprehension;</p>

	<p>d. Provide a concluding statement or section.</p>	<p>d. develop the topic with facts, definitions, and details;</p> <p>e. use paraphrasing and original language to avoid plagiarism;</p> <p>f. use transition words and phrases to connect ideas within categories of information;</p> <p>g. develop a style and tone authentic to the purpose; and</p> <p>h. provide a concluding statement or section.</p>
<p>3-5.2 Create narratives that include characters and setting and follow a logical sequence.</p> <p>3-5.2 Create narratives that include characters and setting and follow a logical sequence.</p>	<p>3.CC.W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;</p> <p>b. establish a situation and introduce a narrator and/or characters;</p> <p>c. organize an event sequence that unfolds naturally;</p> <p>d. use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations;</p> <p>e. use temporal words and phrases to signal event order;</p> <p>f. use imagery, precise words, and sensory details to develop characters and convey experiences and events; and</p> <p>g. provide a sense of closure.</p>
<p>3-3.4 Read high-frequency words in texts.</p>	<p>3.CC.W.4. With guidance and support from adults, produce writing in which the development and organization are</p>	<p>6.1 Write routinely and persevere in writing tasks:</p> <p>a. over short and extended time frames;</p>

	appropriate to task and purpose.	b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.
<p>3-4.5 Revise the organization and development of content and the quality of voice in written works.</p> <p>3-4.6 Edit for the correct use of written Standard American English, including capitalization</p> <ul style="list-style-type: none"> <li>– geographic names,</li> <li>– holidays, and</li> <li>– historical and special events; punctuation</li> <li>– commas in addresses,</li> <li>– commas in the greeting and closing of letters,</li> <li>– commas in compound sentences,</li> <li>– apostrophes in contractions and possessive nouns,</li> <li>– periods in abbreviations, and</li> <li>– indentation of paragraphs; and spelling</li> <li>– misused homonyms,</li> <li>– high-frequency multisyllabic words,</li> <li>– words that have blends,</li> <li>– contractions,</li> <li>– compound words, and</li> <li>– orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural).</li> </ul>	3.CC.W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p> <p>6.1 Write routinely and persevere in writing tasks:</p> <ul style="list-style-type: none"> <li>a. over short and extended time frames;</li> <li>b. for a range of domain-specific tasks;</li> <li>c. for a variety of purposes and audiences; and</li> <li>d. by adjusting the writing process for the task, increasing the length and complexity.</li> </ul>
NOT ADDRESSED IN 2008 STANDARDS	3.CC.W.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	.1 Write informative/explanatory texts that: <ul style="list-style-type: none"> <li>i. introduce a topic and group related information together;</li> <li>j. use information from multiple print and multimedia sources;</li> <li>k. include illustrations to aid comprehension;</li> <li>l. develop the topic with facts, definitions, and details;</li> </ul>

		<ul style="list-style-type: none"> <li>m. use paraphrasing and original language to avoid plagiarism;</li> <li>n. use transition words and phrases to connect ideas within categories of information;</li> <li>o. develop a style and tone authentic to the purpose; and</li> <li>p. provide a concluding statement or section.</li> </ul> <p>6.4 Continue to develop effective keyboarding skills.</p>
8-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and selecting and organizing information.	3.CC.W.7. Conduct short research projects that build knowledge about a topic.	<p>2.1 Recall information from experiences and gather information from print and multimedia sources; take brief notes from sources, categorize, and organize.</p> <p>2.2 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.</p>
NOT ADDRESSED IN 2008 STANDARDS	3.CC.W.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> <li>h. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;</li> <li>i. establish a situation and introduce a narrator and/or characters;</li> <li>j. organize an event sequence that unfolds naturally;</li> <li>k. use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations;</li> <li>l. use temporal words and phrases to signal event order;</li> <li>m. use imagery, precise words, and sensory details to develop characters and convey experiences and events; and</li> <li>n. provide a sense of closure.</li> </ul>

NOT ADDRESSED IN 2008 STANDARDS	3.CC.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
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### 3rd Grade Comparison – Speaking and Listening

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
NOT ADDRESSED IN 2008 STANDARDS AT THIS COGNITIVE LEVEL	<p>3.CC.SL.1. 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.</p> <p>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.</p> <p>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).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.</p> <p>1.1 Explore and create meaning through conversation and interaction with peers and adults.</p> <p>1.2 Participate in discussions; ask questions to acquire information concerning a topic, text, or issue.</p> <p>1.3 Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.</p> <p>1.4 Engage in focused conversations about grade appropriate topics and texts; build on ideas of others to clarify thinking and express thoughts.</p> <p>1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.</p>

3-1.1 Analyze the details that support the expression of the main idea in a given literary text.	3.CC.SL.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	4.1 Identify style a speaker uses to present content. 4.2 Determine if the presentation has a purposeful organizational strategy, with appropriate transitions.
NOT ADDRESSED IN 2008 STANDARDS	3.CC.SL.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.
NOT ADDRESSED IN 2008 STANDARDS	3.CC.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.	Standard 5: Incorporate craft techniques to engage and impact audience and convey messages. 5.1 Set a purpose and integrate craft techniques to create presentations. 5.2 Employ metaphor, imagery, personification, and hyperbole when appropriate to impact the audience.
NOT ADDRESSED IN 2008 STANDARDS	3.CC.SL.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	3.2 Create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.
3-6.6 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	3.CC.SL.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.

### 3rd Grade Comparison – Language

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
<p>3-3.3 Interpret the meaning of idioms encountered in texts.</p> <p>3-3.4 Read high-frequency words in texts.</p>	<p>3-CC-L-1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	<p>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>4.1 When writing:</p> <p>a. show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs;</p> <p>b. form and use regular and irregular plural nouns; use abstract nouns;</p> <p>c. form and use regular and irregular verbs;</p> <p>d. form and use the simple verb tenses;</p> <p>e. ensure subject-verb and pronoun-antecedent agreement;</p> <p>f. form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified;</p> <p>g. form and use prepositional phrases;</p> <p>h. use coordinating and subordinating conjunctions; and</p> <p>produce simple, compound, and complex sentences.</p> <p>2.3 Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.</p>
<p>3-3.4 Read high-frequency words in texts.</p>	<p>3-CC-L-2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in</p>	<p>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>5.1 Capitalize appropriate words in titles, historical periods, company names, product names, and special events. 5.1 Capitalize</p>

	<p>dialogue. d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.</p> <p>5.2 Use:</p> <p>a. apostrophes to form contractions and singular and plural possessives;</p> <p>b. quotation marks to mark direct speech; and</p> <p>c. commas in locations and addresses, to mark direct speech, and with coordinating adjectives.</p> <p>5.2 Use:</p> <p>a. apostrophes to form possessives and contractions;</p> <p>b. quotation marks and commas to mark direct speech; and</p> <p>c. commas before a coordinating conjunction in a compound sentence.</p> <p>5.3 Use conventional spelling for high- frequency words, previously studied words, and for adding suffixes to base words. 5.3 Students are expected to build upon and continue applying previous learning.</p> <p>5.4 Use spelling patterns and generalizations.</p> <p>5.5 Consult print and multimedia sources to check and correct spellings.</p>
<p>3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).</p>	<p>3-CC-L-3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.*</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p>
<p>3-3.3 Interpret the meaning of idioms encountered in texts.</p>	<p>3-CC-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</p>	<p>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases and jargon; acquire and use general academic</p>

	<p>range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>and domain-specific vocabulary.</p> <p>9.1 Use paragraph-level context to determine the meaning of words and phrases.</p> <p>9.2 Determine the meaning of a word when an affix is added to a base word.</p> <p>9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p> <p>9.5 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.</p>
<p>PARTS NOT ADDRESSED IN 2008 STANDARDS AT THIS COGNITIVE LEVEL</p> <p>3-1.1 Analyze the details that support the expression of the main idea in a given literary text.</p> <p>3-1.4 Distinguish among devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).</p>	<p>3-CC-L-5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., believed, suspected, heard, wondered).</p>	<p>9.5 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.</p>
<p>NOT ADDRESSED IN 2008 STANDARDS</p>	<p>3-CC-L-6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p>Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.</p> <p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p>

## 4<sup>th</sup> Grade Comparison – Reading: Literature

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
<p>4-1.1 Analyze the details that support the expression of the main idea in a given literary text.</p> <p>4-1.2 Analyze literary texts to draw conclusions and make inferences.</p>	<p>4.CC.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p>5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.</p>
<p>4-1.1 Analyze the details that support the expression of the main idea in a given literary text.</p> <p>4-1.5 Analyze the impact of characterization and conflict on plot.</p>	<p>4.CC.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>Standard 6: Summarize key details and ideas to support analysis of thematic development.</p> <p>6.1 Determine the development of a theme within a text; summarize using key details.</p>
<p>4-1.5 Analyze the impact of characterization and conflict on plot.</p>	<p>4.CC.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).</p>	<p>Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</p> <p>8.1 Use text evidence to:</p> <ul style="list-style-type: none"> <li>a. explain how conflicts cause the characters to change or revise plans while moving toward resolution; and</li> <li>b. explain the influence of cultural, historical and social context on characters, setting, and plot development.</li> </ul>
<p>4-1.4 Distinguish among devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).</p> <p>4-1.6 Interpret the effect of the author’s craft (for example, word choice, sentence structure, the</p>	<p>4.CC.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).</p>	<p>Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p>

<p>use of figurative language, and the use of dialogue) on the meaning of literary texts.</p>		<p>10.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.</p>
<p>4-1.7 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts). 4-1.8 Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies and personal essays) by characteristics. 4-1.9 Recognize the characteristics of poetry (including stanza, rhyme scheme, and repetition).</p>	<p>4.CC.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.</p>	<p>Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.  12.1 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</p>
<p>4-1.3 Distinguish between first-person and third-person points of view.</p>	<p>4.CC.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.  11.1 Compare and contrast first and third person points of view; determine how an author’s choice of point of view influences the content and meaning.</p>
<p>4-1.2 Analyze literary texts to draw conclusions and make inferences. 4-1.5 Analyze the impact of characterization and conflict on plot.</p>	<p>4.CC.RL.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p>3.1 Compare and contrast how ideas and topics are depicted in a variety of media and formats.</p>
<p>4-1.2 Analyze literary texts to draw conclusions and make inferences. 4-1.6 Interpret the effect of the author’s craft (for example, word choice, sentence structure, the use of figurative language, and the use of dialogue) on the meaning of literary texts.</p>	<p>4.CC.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.</p>	<p>Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.  7.1 Explore similarities and differences among textual, dramatic, visual, or oral presentations.</p>

<p>4-1.1 Analyze the details that support the expression of the main idea in a given literary text.</p>	<p>4.CC.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p> <p>13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>
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<h3 style="text-align: center;">4th Grade Comparison – Reading: Informational Text</h3>		
<p style="text-align: center;"><b>2008 SC Academic Standards for ELA</b></p>	<p style="text-align: center;"><b>Common Core Standards for ELA</b></p>	<p style="text-align: center;"><b>South Carolina College- and Career-Ready Standards for ELA</b></p>
<p>4-2.2 Analyze informational texts to draw conclusions and make inferences.</p>	<p>4.CC.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p>5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.</p>
<p>4-2.1 Summarize evidence that supports the central idea of a given informational text.</p>	<p>4.CC.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>6.1 Summarize multi-paragraph texts using key details to support the central idea.</p>
<p>4-2.8 Analyze informational texts to identify cause-and-effect relationships.</p>	<p>4.CC.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.</p>	<p>Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>8.2 Apply knowledge of text features to gain meaning; describe the relationship between these features and the text.</p>

<p>4-3.1 Generate the meaning of unfamiliar and multiple-meaning words by using context clues (for example, those that provide an example or a definition).</p>	<p>4.CC.RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>9.1 Use definitions, examples, and restatements to determine the meaning of words or phrases. 9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</p>
<p>4-2.8 Analyze informational <b>texts</b> to identify cause-and-effect relationships.</p>	<p>4.CC.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.</p>	<p>11.1 Apply knowledge of text structures to describe how structures contribute to meaning.</p>
<p>5-2.3 Analyze a given text to detect author bias (for example, unsupported opinions).</p>	<p>4.CC.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.</p>	<p>10.1 Identify and describe the difference between a primary and secondary account of the same event or topic.</p>
<p>4-2.6 Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.</p>	<p>4.CC.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.</p>	<p>3.1 Compare and contrast how ideas and topics are depicted in a variety of media and formats.</p>
<p>4-2.1 Summarize evidence that supports the central idea of a given informational text.</p>	<p>4.CC.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. 1.2 Explain how an author uses reasons and evidence to support particular points.</p>

<p>NOT ADDRESSED IN 2008 STANDARDS AT THIS COGNITIVE LEVEL</p>	<p>4.CC.RI.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Standard 2 Communication: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p> <p>Standard 3 Writing : Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p>
<p>4-2.9 Read independently for extended periods of time to gain information.</p>	<p>4.CC.RI.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p> <p>12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>

<p align="center"><b>4th Grade Comparison – Reading: Foundational Skills</b></p>		
<p><b>2008 SC Academic Standards for ELA</b></p>	<p><b>Common Core Standards for ELA</b></p>	<p><b>South Carolina College- and Career-Ready Standards for ELA</b></p>
<p>Standard 4-3 The student will use word analysis and vocabulary strategies to read fluently.</p> <p>4-4.6 Edit for the correct use of written Standard American English, including capitalization</p> <ul style="list-style-type: none"> <li>– titles of works of art,</li> <li>– titles of magazines and newspapers,</li> <li>– brand names,</li> </ul>	<p>4-CC-RS-3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to</li> </ul>	<p>Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3.1 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</p>

<ul style="list-style-type: none"> <li>- proper adjectives, and</li> <li>- names of organizations; punctuation</li> <li>- quotation marks to indicate direct quotations or dialogue,</li> <li>- quotation marks to indicate titles of works (for example, art at this cognitive leveles, reports, chapters, and other short pieces) published within separately published works, between main clauses, and</li> <li>- underlining or italics to indicate titles of separately published works (for example, books and magazines);</li> </ul> <p>And spelling</p> <ul style="list-style-type: none"> <li>- words with suffixes and prefixes and</li> <li>- multisyllabic words.</li> </ul> <p>2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).</p> <p>4-3.2 Use base words and affixes to determine the meanings of words.</p>	<p>read accurately unfamiliar multisyllabic words in context and out of context.</p>	
<p>4-1.11 Read independently for extended periods of time for pleasure.</p> <p>4-2.9 Read independently for extended periods of time to gain information.</p>	<p>4-CC-RS-4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</p>

## 4th Grade Comparison – Writing

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
<p>Standard 4-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.</p> <p>Standard 4-5 The student will write for a variety of purposes and audiences.</p>	<p>4.CC.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>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.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>1.1 Write opinion pieces that:</p> <p>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;</p> <p>b. use information from multiple print and multimedia sources;</p> <p>c. provide reasons supported by facts and details;</p> <p>d. use transitional words or phrases to connect opinions and reasons;</p> <p>e. use paraphrasing, quotations, and original language to avoid plagiarism; and</p> <p>f. provide a concluding statement or section related to the opinion presented.</p>
<p>Standard 4-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.</p> <p>Standard 4-5 The student will write for a variety of purposes and audiences.</p>	<p>4.CC.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p>	<p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2.1 Write informative/explanatory texts that:</p> <p>a. introduce a topic clearly;</p> <p>b. use information from multiple print and multimedia sources;</p> <p>c. group related information in paragraphs and sections;</p> <p>d. include formatting, illustrations, and multimedia to aid comprehension;</p> <p>e. develop the topic with facts, definitions, concrete details, quotations, or other</p>

	<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>information and examples related to the topic;</p> <p>f. use paraphrasing, quotations, and original language to avoid plagiarism;</p> <p>g. link ideas within categories of information using words and phrases;</p> <p>h. use precise language and domain-specific vocabulary to inform or explain the topic;</p> <p>i. develop a style and tone authentic to the purpose; and</p> <p>j. provide a concluding statement or section relate to the information or explanation presented.</p>
<p>4-5.2 Create narratives containing details and a sequence of events that develop a plot.</p>	<p>4.CC.W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;</p> <p>b. orient the reader by establishing a situation and introducing a narrator and/or characters;</p> <p>c. organize an event sequence that unfolds naturally;</p> <p>d. use dialogue and description to develop experiences and events or show the responses of characters to situations;</p> <p>e. use a variety of transitional words and phrases to manage the sequence of events;</p> <p>f. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and</p> <p>g. provide a conclusion that follows from the narrated experiences or events.</p>

<p>Standard 4-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English</p>	<p>4.CC.W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. 6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.</p>
<p>4-4.5 Use revision strategies to improve the organization and development of content and the quality of voice in written works. 4-4.6 Edit for the correct use of written Standard American English, including capitalization</p> <ul style="list-style-type: none"> <li>– titles of works of art,</li> <li>– titles of magazines and newspapers,</li> <li>– brand names,</li> <li>– proper adjectives, and</li> <li>– names of organizations; punctuation</li> <li>– quotation marks to indicate direct quotations or dialogue, quotation marks to indicate titles of works (for example, art standards at this cognitive levels, reports, chapters, and other short pieces) published within separately published works,</li> <li>– between main clauses, and</li> <li>– underlining or italics to indicate titles of separately published works (for example, books and magazines);</li> </ul> <p>And spelling</p> <ul style="list-style-type: none"> <li>- words with suffixes and prefixes and</li> <li>- multisyllabic words.</li> </ul>	<p>4.CC.W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</p>	<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. 6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.</p>

<p>NOT ADDRESSED IN 2008 STANDARDS</p>	<p>4.CC.W.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p> <p>6.1 Write routinely and persevere in writing tasks:</p> <ul style="list-style-type: none"> <li>a. over short and extended time frames;</li> <li>b. for a range of domain-specific tasks;</li> <li>c. for a variety of purposes and audiences; and</li> <li>d. by adjusting the writing process for the task, increasing the length and complexity.</li> </ul> <p>6.4 Demonstrate effective keyboarding skills.</p>
<p>8-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and selecting and organizing information.</p>	<p>4.CC.W.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>1.1 Write opinion pieces that:</p> <ul style="list-style-type: none"> <li>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;</li> <li>b. use information from multiple print and multimedia sources;</li> <li>c. provide reasons supported by facts and details;</li> <li>d. use transitional words or phrases to connect opinions and reasons;</li> <li>e. use paraphrasing, quotations, and original language to avoid plagiarism; and provide a concluding statement or section related to the opinion presented.</li> </ul>

<p>NOT ADDRESSED IN 2008 STANDARDS</p>	<p>4.CC.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.</p>	<p>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>1.1 Write opinion pieces that:</p> <ul style="list-style-type: none"> <li>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;</li> <li>b. use information from multiple print and multimedia sources;</li> <li>c. provide reasons supported by facts and details;</li> <li>d. use transitional words or phrases to connect opinions and reasons;</li> <li>e. use paraphrasing, quotations, and original language to avoid plagiarism; and provide a concluding statement or section related to the opinion presented.</li> </ul>
<p>NOT ADDRESSED IN 2008 STANDARDS AT THIS COGNITIVE LEVEL</p>	<p>4.CC.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>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].”).</li> <li>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”).</li> </ul>	<p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> <li>a. introduce a topic clearly;</li> <li>b. use information from multiple print and multimedia sources;</li> <li>c. group related information in paragraphs and sections;</li> <li>d. include formatting, illustrations, and multimedia to aid comprehension;</li> <li>e. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;</li> <li>f. use paraphrasing, quotations, and original</li> </ul>

		<p>language to avoid plagiarism;</p> <ul style="list-style-type: none"> <li>g. link ideas within categories of information using words and phrases;</li> <li>h. use precise language and domain-specific vocabulary to inform or explain the topic;</li> <li>i. develop a style and tone authentic to the purpose; and</li> <li>j. provide a concluding statement or section relate to the information or explanation presented.</li> </ul>
NOT ADDRESSED IN 2008 STANDARDS	4.CC.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p> <p>6.1 Write routinely and persevere in writing tasks:</p> <ul style="list-style-type: none"> <li>a. over short and extended time frames;</li> <li>b. for a range of domain-specific tasks;</li> <li>c. for a variety of purposes and audiences; and</li> <li>d. by adjusting the writing process for the task, increasing the length and complexity.</li> </ul>

### **4th Grade Comparison – Speaking and Listening**

<b>2008 SC Academic Standards for ELA</b>	<b>Common Core Standards for ELA</b>	<b>South Carolina College- and Career-Ready Standards for ELA</b>
NOT ADDRESSED IN 2008 STANDARDS AT THIS COGNITIVE LEVEL	<p>4.CC.SL.1. 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.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read</li> </ul>	<p>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.</p> <p>1.1 Explore and create meaning by formulating questions, engaging in purposeful dialogue with</p>

	<p>or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>peers and adults, sharing ideas and considering alternate viewpoints.</p> <p>1.2 Participate in discussions; ask and respond to questions to acquire information concerning a topic, text, or issue.</p> <p>1.3 Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one’s own turn in a respectful way.</p> <p>1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose specific questions, and respond to clarify thinking and express new thoughts.</p> <p>1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.</p>
4-1.1 Analyze the details that support the expression of the main idea in a given literary text.	4.CC.SL.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p>g. use paraphrasing, quotations, and original language to avoid plagiarism; and</p> <p>h. provide a concluding statement or section related to the opinion presented.</p>
NOT ADDRESSED IN 2008 STANDARDS	4.CC.SL.3. Identify the reasons and evidence a speaker provides to support particular points.	4.1 Identify presentation style a speaker uses to enhance the development of central idea or theme.
NOT ADDRESSED IN 2008 STANDARDS	4.CC.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.	<p>Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.</p> <p>5.1 Set a purpose and integrate craft techniques to create presentations.</p> <p>5.2 Employ hyperbole, imagery, personification, idioms, adages, and proverbs when appropriate to convey messages.</p>
NOT ADDRESSED IN 2008 STANDARDS	4.CC.SL.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	3.2 Create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.

4-6.6 Use the Internet as a source of information.	4.CC.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	3.1 Compare and contrast how ideas and topics are depicted in a variety of media and formats.
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<b>4<sup>th</sup> Grade Comparison – Language</b>		
<b>2008 SC Academic Standards for ELA</b>	<b>Common Core Standards for ELA</b>	<b>South Carolina College- and Career-Ready Standards for ELA</b>
<p>4-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p> <p>4-4.4 Use grammatical conventions of written Standard American English, including</p> <ul style="list-style-type: none"> <li>• subject-verb agreement;</li> <li>• past, present, and future verb tenses;</li> <li>• conjunctions (although, while, neither, nor);</li> <li>• adverbs of time, place, manner, and degree; and</li> <li>• pronoun-antecedent agreement.</li> </ul>	<p>4-CC-L-1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>	<p>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>4.1 When writing:</p> <p>a. use relative pronouns and relative adverbs;</p> <p>b. form and use the progressive verb tenses;</p> <p>c. use modal auxiliaries to convey various conditions;</p> <p>d. use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense;</p> <p>e. order adjectives within sentences according to conventional patterns;</p> <p>f. use relative pronouns and relative adverbs;</p> <p>g. explore using prepositional phrases in different positions within a sentence;</p> <p>h. use coordinating and subordinating conjunctions;</p> <p>i. use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; and</p> <p>j. use frequently confused homonyms correctly.</p>
<p>4-4.4 Use grammatical conventions of written Standard American English, including</p> <ul style="list-style-type: none"> <li>• subject-verb agreement;</li> </ul>	<p>4-CC-L-2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

<ul style="list-style-type: none"> <li>• past, present, and future verb tenses;</li> <li>• conjunctions (although, while, neither, nor);</li> <li>• adverbs of time, place, manner, and degree; and</li> <li>• pronoun-antecedent agreement.</li> </ul>	<p>when writing.</p> <ol style="list-style-type: none"> <li>Use correct capitalization.</li> <li>Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>Use a comma before a coordinating conjunction in a compound sentence.</li> <li>Spell grade-appropriate words correctly, consulting references as needed.</li> </ol>	<p>5.1 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.</p> <p>5.2 Use:</p> <ol style="list-style-type: none"> <li>apostrophes to form possessives and contractions;</li> <li>quotation marks and commas to mark direct speech; and</li> <li>commas before a coordinating conjunction in a compound sentence.</li> </ol> <p>5.4 Use spelling patterns and generalizations.</p>
<p>4-4.5 Use revision strategies to improve the organization and development of content and the quality of voice in written works.</p>	<p>4-CC-L-3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose words and phrases to convey ideas precisely.*</li> <li>Choose punctuation for effect.*</li> <li>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</li> </ol>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>5.1 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.</p> <p>5.2 Use:</p> <ol style="list-style-type: none"> <li>apostrophes to form possessives and contractions;</li> <li>quotation marks and commas to mark direct speech; and</li> <li>commas before a coordinating conjunction in a compound sentence.</li> </ol> <p>5.4 Use spelling patterns and generalizations.</p>
<p>4-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p>	<p>4-CC-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.</p> <ol style="list-style-type: none"> <li>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph,</li> </ol>	<p>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>9.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.</p> <p>9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</p>

	<p>photograph, autograph).</p> <p>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.</p>	<p>9.5 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</p>
<p>PARTS NOT ADDRESSED IN 2008 STANDARDS AT THIS COGNITIVE LEVEL,</p> <p>4-1.3 Distinguish between first-person and third-person points of view.</p> <p>4-1.4 Distinguish among devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).</p> <p>4-3.3 Interpret the meaning of idioms encountered in texts.</p> <p>3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).</p>	<p>4-CC-L-5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>10.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.</p> <p>10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</p> <p>10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p> <p>10.6 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</p>
<p>NOT ADDRESSED IN 2008 STANDARDS</p>	<p>4-CC-L-6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>9.5 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</p>

## 5<sup>th</sup> Grade Comparison – Reading: Literature

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
<p>5-1.2 Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view.</p> <p>5-1.5 Interpret the effect of the author’s craft (for example, tone, figurative language, dialogue, and imagery) on the meaning of literary texts.</p>	<p>5.CC.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p>5.1 Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.</p>
<p>5-1.5 Interpret the effect of the author’s craft (for example, tone, figurative language, dialogue, and imagery) on the meaning of literary texts.</p> <p>5-1.6 Analyze the details that support the expression of the main idea in a given literary text.</p>	<p>5.CC.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>Standard 6: Summarize key details and ideas to support analysis of thematic development.</p> <p>6.1 Determine and analyze the development of a theme within a text; summarize using key details.</p>
<p>5-1.4 Analyze literary texts to distinguish between direct and indirect characterization.</p> <p>5-1.6 Analyze the details that support the expression of the main idea in a given literary text.</p>	<p>5.CC.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).</p>	<p>8.1 Cite evidence within text to:</p> <ul style="list-style-type: none"> <li>a. analyze two or more characters, events, or settings in a text and explain the impact on the plot; and,</li> <li>b. explain the influence of cultural, historical, social and political context on characters, setting, and plot development.</li> </ul>
<p>5-1.3 Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).</p>	<p>5.CC.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>9.1 Cite examples of the author’s use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.</p> <p>9.2 Analyze and cite examples of how the author’s choice of words and conventions combine to create mood, shape meaning, and emphasize aspects of a character or setting.</p>
<p>5-1.1 Analyze literary texts to draw conclusions and make inferences.</p> <p>5-1.7 Create responses to literary texts</p>	<p>5.CC.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story,</p>	<p>Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</p>

<p>through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).</p> <p>5-1.9 Understand the characteristics of poetry (including stanza, rhyme scheme, repetition, and refrain).</p>	<p>drama, or poem.</p>	<p>12.1 Explain how text structures in prose, drama, or poetry differ using terms unique to the genre.</p>
<p>5-1.2 Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view.</p>	<p>5.CC.6. Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>11.1 Explain how the author's choice of the point of view of a narrator or character impacts content, meaning, and how events are described.</p>
<p>5-1.1 Analyze literary texts to draw conclusions and make inferences.</p> <p>5-6.9 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.</p>	<p>5.CC.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).</p>	<p>Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</p>
<p>5-1.1 Analyze literary texts to draw conclusions and make inferences.</p> <p>5-1.5 Interpret the effect of the author's craft (for example, tone, figurative language, dialogue, and imagery) on the meaning of literary texts.</p>	<p>5.CC.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>12.1 Explain how text structures in prose, drama, or poetry differ using terms unique to the genre.</p> <p>12.2 Compare how different crafted text structures contribute to meaning and impact the reader.</p>
<p>5-1.11 Read independently for extended periods of time for pleasure.</p>	<p>5.CC.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p> <p>13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>

## 5th Grade Comparison – Reading: Informational Text

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
5-2.2 Analyze informational texts to draw conclusions and make inferences.	5.CC.RI.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.  5.1 Quote accurately from a text to analyze meaning in and beyond the text.
5-2.1 Summarize the central idea and supporting evidence of a given informational text.	5.CC.RI.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	6.1 Summarize a text with two or more central ideas; cite key supporting details.
5-2.8 Predict events in informational texts on the basis of cause-and-effect relationships.	5.CC.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.	7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.
5-3.1 Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple-meaning words.	5.CC.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.	Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.  9.1 Use the overall meaning of a text or word's position or function to determine the meaning of a word or phrase.
5-2.8 Predict events in informational texts on the basis of cause-and-effect relationships.	5.CC.RI.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	11.1 Apply knowledge of text structures across multiple texts to locate information and gain meaning.

<p>5-2.3 Analyze a given text to detect author bias (for example, unsupported opinions).</p>	<p>5.CC.RI.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>8.2 Apply knowledge of text features in multiple sources to gain meaning or solve a problem.</p> <p>Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.</p>
<p>5-6.2 Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers and almanacs) and nonprint sources to access information.</p>	<p>5.CC.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.</p>	<p>Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p> <p>2.1 Analyze ideas, perspectives and information using examples and supporting evidence related to the topic.</p> <p>2.2 Analyze the credibility of information presented in diverse media and formats.</p>
<p>5-2.1 Summarize the central idea and supporting evidence of a given informational text.</p> <p>5-2.3 Analyze a given text to detect author bias (for example, unsupported opinions).</p>	<p>5.CC.RI.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>11.2 Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which points.</p>
<p>NOT ADDRESSED IN 2008 STANDARDS AT THIS COGNITIVE LEVEL</p>	<p>5.CC.RI.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>11.1 Apply knowledge of text structures across multiple texts to locate information and gain meaning.</p>
<p>5-2.9 Read independently for extended periods of time to gain information.</p>	<p>5.CC.RI.10. By the end of the year, read and comprehend and informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p> <p>12.3 Read and respond according to task and</p>

		purpose to become self-directed, critical readers and thinkers.
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<b>5th Grade Comparison – Reading: Foundational Skills</b>		
<b>2008 SC Academic Standards for ELA</b>	<b>Common Core Standards for ELA</b>	<b>South Carolina College- and Career-Ready Standards for ELA</b>
<p>Standard 5-3 The student will use word analysis and vocabulary strategies to read fluently</p> <p>5-4.6 Edit for the correct use of written Standard American English, including capitalization</p> <ul style="list-style-type: none"> <li>– ethnic groups,</li> <li>– national groups, and</li> <li>– established religions and languages;</li> </ul> <p>punctuation</p> <ul style="list-style-type: none"> <li>– colons and</li> <li>– hyphens; and spelling</li> <li>– commonly confused words,</li> <li>– multisyllabic constructions,</li> <li>– double consonant patterns, and</li> <li>– irregular vowel patterns in multisyllabic words.</li> </ul> <p>5-3.1 Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple-meaning words.</p> <p>5-3.2 Use Greek and Latin roots and affixes to determine the meanings of words within texts.</p>	<p>5-CC-RS-3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound</li> <li>b. correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul>	<p><i>Students are expected to build upon and continue applying previous learning.</i></p>
<p>5-1.11 Read independently for extended periods of time for pleasure.</p> <p>5-2.9 Read independently for extended periods of time to gain information.</p>	<p>5-CC-RS-4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct</li> </ul>	<p><i>Students are expected to build upon and continue applying previous learning.</i></p>

	word recognition and understanding, rereading as necessary.	
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<b>5th Grade Comparison – Writing</b>		
<b>2008 SC Academic Standards for ELA</b>	<b>Common Core Standards for ELA</b>	<b>South Carolina College- and Career-Ready Standards for ELA</b>
<p>Standard 5-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.</p> <p>Standard 5-5 The student will write for a variety of purposes and audiences.</p>	<p>5.CC.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>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.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>1.1 Write arguments that:</p> <p>a. introduce a topic or text clearly, state a claim, and create an organizational structure in which related ideas are grouped to support the writer’s purpose;</p> <p>b. use information from multiple print and multimedia sources;</p> <p>c. provide logically ordered reasons supported by relevant facts and details;</p> <p>d. use transitional words, phrases, and clauses to connect claim and reasons;</p> <p>e. use paraphrasing, summarizing, quotations, and original language to avoid plagiarism; and</p> <p>f. provide a concluding statement or section related to the claim presented.</p>
<p>Standard 5-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.</p> <p>Standard 5-5 The student will write for a variety of purposes and audiences.</p>	<p>5.CC.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>b. Develop the topic with facts,</p>	<p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2.1 Write informative/explanatory texts that:</p> <p>a. introduce a topic clearly;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. provide a general observation and focus;</p>

	<p>definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>d. group related information logically;</p> <p>e. use credible sources;</p> <p>f. include formatting, illustrations, and multimedia to aid comprehension;</p> <p>g. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;</p> <p>h. use paraphrasing, quotations, summarizing, and original language to avoid plagiarism;</p> <p>i. link ideas within and across categories of information using words, phrases, and clauses;</p> <p>j. use precise language and domain-specific vocabulary to inform or explain the topic;</p> <p>k. develop a style and tone authentic to the purpose; and</p> <p>l. provide a concluding statement or section related to the information or explanation presented.</p>
<p>5-4.2 Use complete sentences in a variety of types (including simple, compound, and complex) in writing.</p>	<p>5.CC.W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and</p>	<p>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;</p> <p>b. orient the reader by establishing a situation and introducing a narrator and/or characters;</p> <p>c. organize an event sequence that unfolds naturally;</p> <p>d. use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to</p>

	<p>events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>situations;</p> <p>e. use a variety of transitional words, phrases, and clauses to manage the sequence of events;</p> <p>f. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and</p> <p>g. provide a conclusion that follows from the narrated experiences or events.</p>
<p>Standard 5-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.</p>	<p>5.CC.W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p> <p>6.1 Write routinely and persevere in writing tasks:</p> <p>a. over short and extended time frames;</p> <p>b. for a range of domain-specific tasks;</p> <p>c. for a variety of purposes and audiences; and</p> <p>d. by adjusting the writing process for the task, increasing the length and complexity.</p>
<p>5-4.5 Use revision strategies to improve the organization and development of content and the quality of voice in written works.</p> <p>5-4.6 Edit for the correct use of written Standard American English, including capitalization</p> <ul style="list-style-type: none"> <li>– ethnic groups,</li> <li>– national groups, and</li> <li>– established religions and languages;</li> </ul> <p>punctuation</p> <ul style="list-style-type: none"> <li>– colons and</li> <li>– hyphens; and spelling</li> <li>– commonly confused words,</li> <li>– multisyllabic constructions,</li> <li>– double consonant patterns, and</li> <li>– irregular vowel patterns in multisyllabic words.</li> </ul>	<p>5.CC.W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p> <p>6.1 Write routinely and persevere in writing tasks:</p> <p>a. over short and extended time frames;</p> <p>b. for a range of domain-specific tasks;</p> <p>c. for a variety of purposes and audiences; and</p> <p>d. by adjusting the writing process for the task, increasing the length and complexity.</p>

<p>5-3.1 Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple-meaning words.</p>		
<p>NOT ADDRESSED IN 2008 STANDARDS</p>	<p>5.CC.W.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. 6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.</p>
<p>8-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and selecting and organizing information.</p>	<p>5.CC.W.7. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>Standard 1: Write arguments to support claims with clear reasons and relevant evidence. 1.1 Write arguments that: a. introduce a topic or text clearly, state a claim, and create an organizational structure in which related ideas are grouped to support the writer’s purpose; b. use information from multiple print and multimedia sources; c. provide logically ordered reasons supported by relevant facts and details; d. use transitional words, phrases, and clauses to connect claim and reasons; e. use paraphrasing, summarizing, quotations, and original language to avoid plagiarism; and f. provide a concluding statement or section related to the claim presented.</p>

<p>NOT ADDRESSED IN 2008 STANDARDS</p>	<p>5.CC.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.</p>	<p>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>1.1 Write arguments that:</p> <ul style="list-style-type: none"> <li>a. introduce a topic or text clearly, state a claim, and create an organizational structure in which related ideas are grouped to support the writer’s purpose;</li> <li>b. use information from multiple print and multimedia sources;</li> <li>c. provide logically ordered reasons supported by relevant facts and details;</li> <li>d. use transitional words, phrases, and clauses to connect claim and reasons;</li> <li>e. use paraphrasing, summarizing, quotations, and original language to avoid plagiarism; and</li> <li>f. provide a concluding statement or section related to the claim presented.</li> </ul>
<p>NOT ADDRESSED IN 2008 STANDARDS AT THIS COGNITIVE LEVEL</p>	<p>5.CC.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>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]”).</li> <li>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</li> </ul>	<p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> <li>q. introduce a topic and group related information together;</li> <li>r. use information from multiple print and multimedia sources;</li> <li>s. include illustrations to aid comprehension;</li> <li>t. develop the topic with facts, definitions, and details;</li> <li>u. use paraphrasing and original language to avoid plagiarism;</li> <li>v. use transition words and phrases to connect ideas within categories of information;</li> <li>w. develop a style and tone authentic to the purpose; and</li> </ul>

		x. provide a concluding statement or section.
NOT ADDRESSED IN 2008 STANDARDS	5.CC.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. 6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.

### **5th Grade Comparison – Speaking and Listening**

<b>2008 SC Academic Standards for ELA</b>	<b>Common Core Standards for ELA</b>	<b>South Carolina College- and Career-Ready Standards for ELA</b>
NOT ADDRESSED IN 2008 STANDARDS AT THIS COGNITIVE LEVEL	<p>5.CC.SL.1. 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.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and</p>	<p>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.</p> <p>1.1 Consider viewpoints of others by listening, reflecting, and formulating questions before articulating personal contributions.</p> <p>1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.</p> <p>1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.</p> <p>1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose specific questions, and</p>

	draw conclusions in light of information and knowledge gained from the discussions.	respond to clarify thinking and express new thoughts. 1.5 Explain personal ideas while building on the ideas of others to demonstrate understanding of diverse perspectives.
5-1.1 Analyze literary texts to draw conclusions and make inferences.	5.CC.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	h. organize an event sequence that unfolds naturally; i. use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations; j. use a variety of transitional words, phrases, and clauses to manage the sequence of events; k. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and provide a conclusion that follows from the narrated experiences or events.
NOT ADDRESSED IN 2008 STANDARDS	5.CC.SL.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	4.1 Identify a speaker's claim and determine the effectiveness of how each point is presented to support the claim.
NOT ADDRESSED IN 2008 STANDARDS	5.CC.SL.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Standard 5: Incorporate craft techniques to engage and impact audience and convey messages. 5.1 Set a purpose, integrate craft techniques and maintain a clear focus in presentations. 5.2 Articulate clearly a message using figurative language, dialogue, idioms, adages, proverbs, and imagery when appropriate to impact the audience.
5-6.7 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	5.CC.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.	3.2 Create presentations that integrate visual displays and other multimedia to enrich the presentation.

5-6.6 Use the Internet as a source of information.	5.CC.SL.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	3.1 Compare and contrast how ideas and topics are depicted in a variety of media and formats.
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## 5<sup>th</sup> Grade Standards Comparison – Language

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
<p>Standard 5-3 The student will use word analysis and vocabulary strategies to read fluently.</p> <p>Standard 5-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.</p>	<p>5-CC-L-1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>4.1 When writing:</p> <p>a. show knowledge of the function of conjunctions, prepositions, and interjections;</p> <p>b. form and use the perfect verb tenses;</p> <p>c. use verb tense to convey various times, sequences, states, and conditions;</p> <p>d. recognize and use appropriate continuity or shifts in verb tense; and</p> <p>e. use correlative conjunctions.</p>
<p>Standard 5-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.</p>	<p>5-CC-L-2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a</p>	<p>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>5.1 Apply correct usage of capitalization.</p> <p>5.2 Use:</p> <p>a. apostrophes and quotation marks; and</p> <p>b. commas for appositives, to set off the words <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence, and to indicate direct address.</p>

	<p>tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	
Standard 5-4 The student will write for a variety of purposes and audiences.	<p>5-CC-L-3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.</p> <p>5.1 Set a purpose, integrate craft techniques and maintain a clear focus in presentations.</p> <p>5.2 Articulate clearly a message using figurative language, dialogue, idioms, adages, proverbs, and imagery when appropriate to impact the audience.</p>
Standard 5-3 The student will use word analysis and vocabulary strategies to read fluently.	<p>5-CC-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.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>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.</p>	<p>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>9.1 Use the overall meaning of a text or word's position or function to determine the meaning of a word or phrase.</p> <p>9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</p>
PARTS NOT ADDRESSED IN 2008 STANDARDS AT THIS COGNITIVE LEVEL	5-CC-L-5. Demonstrate understanding of figurative language, word relationships,	Standard 10: Apply a range of strategies to determine and deepen the meaning of known,

<p>5-1.3 Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).</p>	<p>and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p> <p>10.6 Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.</p>
<p>NOT ADDRESSED IN 2008 STANDARDS</p>	<p>5-CC-L-6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>5.1 Set a purpose, integrate craft techniques and maintain a clear focus in presentations.</p> <p>5.2 Articulate clearly a message using figurative language, dialogue, idioms, adages, proverbs, and imagery when appropriate to impact the audience.</p>

## 6<sup>th</sup> grade Comparison – Reading: Literature

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
<p>6-1.1 Analyze literary texts to draw conclusions and make inferences.</p> <p>6-1.10 Predict events in literary texts on the basis of cause-and-effect relationships.</p> <p>6-3.1 Use context clues (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and multiple-meaning words.</p> <p>6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.</p> <p>6-3.4 Distinguish between the denotation and the connotation of a given word.</p>	<p>6.CC.RL.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p>5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>6-1.6 Compare/contrast main ideas within and across literary texts.</p>	<p>6.CC.RL.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>Standard 6: Summarize key details and ideas to support analysis of thematic development.</p> <p>6.1 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>
<p>6-1.4 Analyze an author’s development of characters, setting, and conflict in a given literary text.</p>	<p>6.CC.RL.3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>8.1. Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot and characters.</p>
<p>6-1.3 Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).</p>	<p>6.CC.RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>9.1 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.</p>

<p>6-1.5 Interpret the effect of the author’s craft (including tone and the use of flashback and foreshadowing) on the meaning of literary texts.</p>		<p>8.1. Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot and characters.</p>
<p>6-1.6 Compare/contrast main ideas within and across literary texts.</p>	<p>6.CC.RL.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</p> <p>12.1 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>12.2 Compare and contrast how different text structures contribute to meaning and impact the reader.</p>
<p>6-1.2 Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view.</p>	<p>6.CC.RL.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective or purpose shapes content, meaning, and style.</p> <p>11.1 Explain how an author’s development of the point of view of the narrator or speaker impacts content, meaning, and style.</p>
<p>NOT ADDRESSED IN 2008 STANDARDS</p>	<p>6.CC.RL.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p>12.2 Compare and contrast how different text structures contribute to meaning and impact the reader.</p> <p>7.2 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</p>

<p>6-1.6 Compare/contrast main ideas within and across literary texts.</p> <p>6-1.9 Analyze works of fiction (including legends and myths) and works of nonfiction (including speeches and personal essays) by characteristics.</p>	<p>6.CC.RL.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>7.2 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</p>
<p>6-1.10 Predict events in literary texts on the basis of cause-and-effect relationships.</p>	<p>6.CC.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.</p> <p>13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.</p>

## 6<sup>th</sup> Grade Comparison – Reading: Informational Text

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
<p>6-2.2 Analyze informational texts to draw conclusions and make inferences.</p> <p>6-2.6 Interpret information from graphic features (for example, illustrations, graphs, charts, maps, diagrams, and graphic organizers).</p> <p>6-2.7 Interpret information from functional text features (for example, tables of contents and glossaries).</p>	<p>6-CC-RI.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p>5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>6-2.1 Analyze central ideas within and across informational texts.</p> <p>6-2.8 Predict events in informational texts on the basis of cause-and-effect relationships.</p>	<p>6-CC-RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p>6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details.</p>
<p>6-2.2 Analyze informational texts to draw conclusions and make inferences.</p>	<p>6-CC-RI-3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>7.1 Integrate information presented in different media or formats to develop a coherent understanding of a topic or issue.</p>
<p>6-3.1 Use context clues (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and multiple-meaning words.</p> <p>6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.</p> <p>6-3.4 Distinguish between the denotation and the connotation of a given word.</p>	<p>6-CC-RI-4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.</p>

<p>6-1.5 Interpret the effect of the author’s craft (including tone and the use of flashback and foreshadowing) on the meaning of literary texts.</p>	<p>6-CC-RI-5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p>Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. 8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.</p>
<p>6-2.3 Summarize author bias based on the omission of relevant facts and statements of unsupported opinions.</p>	<p>6-CC-RI-6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>11.1 Identify text features and structures that support an author’s idea or claim.</p>
<p>6-2.6 Interpret information from graphic features (for example, illustrations, graphs, charts, maps, diagrams, and graphic organizers). 6-2.7 Interpret information from functional text features (for example, tables of contents and glossaries).</p>	<p>6-CC-RI-7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>7.1 Integrate information presented in different media or formats to develop a coherent understanding of a topic or issue.</p>
<p>6-2.3 Summarize author bias based on the omission of relevant facts and statements of unsupported opinions.</p>	<p>6-CC-RI-8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>11.2 Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<p>6-2.3 Summarize author bias based on the omission of relevant facts and statements of unsupported opinions.</p>	<p>6-CC-RI-9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>10.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented.</p>
<p>6-2.10 Read independently for extended periods of time to gain information.</p>	<p>6-CC-RI-10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning and building stamina; reflect and respond to increasingly complex text over time. 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>

## 6<sup>th</sup> Grade Comparison – Writing

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
<p>6-2.1 Analyze central ideas within and across informational texts.</p> <p>6-5.3 Create written descriptions using precise language and vivid details.</p> <p>6-5.4 Create persuasive writings (for example, print advertisements and commercial scripts) that develop a central idea with supporting evidence and use language appropriate for the specific audience.</p> <p>6-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.</p>	<p>6-CC-W-1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>1.1 Write arguments that:</p> <p>a. introduce a focused claim and organize reasons and evidence clearly;</p> <p>b. use information from multiple print and multimedia sources;</p> <p>c. support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text;</p> <p>d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence;</p> <p>e. paraphrase, quote, and summarize, avoiding plagiarism and providing basic bibliographic information for sources;</p> <p>f. establish and maintain a formal style; and</p> <p>g. provide a conclusion that follows from and supports the argument.</p>
<p>6-5.1 Create informational pieces (for example, brochures, pamphlets, and reports) that use language appropriate for the specific audience.</p> <p>6-5.3 Create written descriptions using precise language and vivid details.</p> <p>6-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.</p> <p>Standard 6-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.</p>	<p>6-CC-W-2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2.1 Write informative/explanatory texts that:</p> <p>a. introduce a focused topic;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information;</p>

	<ul style="list-style-type: none"> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>d. use credible sources;</li> <li>e. include formatting, graphics, and multimedia to aid comprehension;</li> <li>f. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;</li> <li>g. paraphrase, quote, and summarize to avoid plagiarism;</li> <li>h. follow a standard format for citation;</li> <li>i. use appropriate transitions to clarify the relationships among ideas and concepts;</li> <li>j. use precise language and domain-specific vocabulary to inform or explain the topic;</li> <li>k. establish and maintain a style and tone authentic to the purpose; and</li> <li>l. provide a concluding statement or section that follows the information or explanation presented.</li> </ul>
<p>6-5.2 Create narratives that have a fully developed plot and a consistent point of view.</p> <p>6-5.3 Create written descriptions using precise language and vivid details.</p> <p>6-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.</p>	<p>6-CC-W-3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases,</li> </ul>	<p>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> <li>a. develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences;</li> <li>b. engage and orient the reader by establishing a context and introducing a narrator and/or characters;</li> <li>c. organize an event sequence that unfolds naturally and logically;</li> <li>d. use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters;</li> <li>e. use a variety of transition words, phrases, and</li> </ul>

	<p>relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>clauses to convey sequence and signal shifts from one time frame or setting to another;</p> <p>f. use imagery, precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events and develop characters; and</p> <p>g. provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
<p>6-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p>6-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p>	<p>6-CC-W-4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p> <p>6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.</p>
<p>6-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas. (See <i>Instructional Appendix: Composite Writing Matrix</i>.)</p> <p>6-4.6 Edit for the correct use of written Standard American English, including punctuation</p> <ul style="list-style-type: none"> <li>– semicolon,</li> <li>– commas to enclose appositives, and</li> <li>– commas to separate introductory clauses and phrases.</li> </ul>	<p>6-CC-W-5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p> <p>6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.</p>
<p>6-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.</p>	<p>6-CC-W-6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p> <p>6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.</p>
<p>6-6.1 Clarify and refine a research topic.</p> <p>6-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and</p>	<p>6-CC-W-7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p>

organizing information.		
<p>6-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.</p> <p>6-6.3 Use a standardized system of documentation (for example, a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.</p> <p>6-6.7 Use a variety of print and electronic reference materials.</p>	<p>6-CC-W-8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>2.1 Gather information from print and multimedia sources to articulate claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details that support themes or central ideas to express perspectives clearly.</p>
<p>6-1.7 Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).</p> <p>6-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).</p> <p>6-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.</p>	<p>6-CC-W-9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>2.1 Gather information from print and multimedia sources to articulate claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details that support themes or central ideas to express perspectives clearly.</p> <p>2.2 Distinguish between credible and non-credible sources of information.</p> <p>2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>
<p>Standard 6-5 The student will write for a variety of purposes and audiences.</p>	<p>6-CC-W-10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p> <p>6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.</p>

## 6<sup>th</sup> Grade Comparison – Speaking and Listening

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
6-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	6-CC-SL-1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 6 topics, texts, and issues, 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 by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives. 1.1 Consider viewpoints of others by listening, reflecting, and formulating questions; support others to reach common understandings of concepts, ideas, and text. 1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue. 1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting. 1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose and respond to specific questions to clarify thinking and express new thoughts. 1.5 Review and reflect upon the main ideas expressed to demonstrate an understanding of diverse perspectives.
6-2.7 Interpret information from functional text features (for example, tables of contents and glossaries).	6-CC-SL-2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	2.1 Gather information from print and multimedia sources to articulate claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details that support themes or central ideas to express perspectives clearly.
NOT ADDRESSED IN 2008 STANDARDS	6-CC-SL-3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and	2.2 Distinguish between credible and non-credible sources of information.

	evidence from claims that are not.	
<p>6-1.7 Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).</p> <p>6-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).</p>	<p>6-CC-SL-4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.</p> <p>Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p>
<p>6-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.</p>	<p>6-CC-SL-5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and multimedia to enrich understanding when presenting ideas and information.</p>
<p>6-1.7 Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).</p> <p>6-2.4 Create responses to informational texts through a variety of methods</p>	<p>6-CC-W-6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.</p>

## 6<sup>th</sup> Grade Comparison – Language

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
<p>6-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.</p> <p>6-6.5 Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.</p> <p>6-4.7 Spell correctly using Standard American English.</p>	<p>6-CC-L-1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., myself, ourselves).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p>	<p>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>4.1 When writing:</p> <p>a. ensure that subjective, objective, and possessive pronouns are in the proper case;</p> <p>b. use intensive pronouns;</p> <p>c. recognize and use appropriate continuity and shifts in pronoun number and person;</p> <p>d. recognize and correct pronouns with unclear or ambiguous antecedents;</p> <p>e. recognize variations from standard English in one's own and others' writing; and</p> <p>f. identify and use strategies to improve expression in conventional language.</p>
<p>6-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.</p> <p>6-6.5 Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.</p> <p>6-4.7 Spell correctly using Standard American English.</p> <p>6-4.6 Edit for the correct use of written Standard American English, including punctuation</p> <ul style="list-style-type: none"> <li>– semicolon,</li> <li>– commas to enclose appositives, and</li> <li>– commas to separate introductory clauses and phrases. <p>6-3.5 Spell new words using Greek and Latin roots and affixes.</p> </li></ul>	<p>6-CC-L-2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. Spell correctly.</p>	<p>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>5.2 Use:</p> <p>a. commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements; and</p> <p>b. semicolons to connect main clauses and colons to introduce a list or quotation.</p>

<p>6-4.2 Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.</p> <p>6-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas.</p>	<p>6-CC-L-3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</p>	<p>1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.</p>
<p>6-3.1 Use context clues (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and multiple-meaning words.</p> <p>6-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts.</p> <p>6-3.5 Spell new words using Greek and Latin roots and affixes.</p> <p>Standard 6-3 The student will use word analysis and vocabulary strategies to read fluently.</p>	<p>6-CC-L-4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>9.1 Determine the meaning of a word or phrase using the overall meaning of a text or a word's position or function.</p> <p>9.2 Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases, and affixes.</p>
<p>6-3.1 Use context clues (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and multiple-meaning words.</p> <p>6-3.4 Distinguish between the denotation and the connotation of a given word.</p>	<p>6-CC-L-5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect,</p>	<p>8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.</p>

	<p>part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>	
<p>7-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.</p>	<p>6-CC-L-6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>g. use imagery, precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events and develop characters</p> <p>Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p>

## 7<sup>th</sup> Grade Comparison – Reading: Literature

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
7-1.1 Analyze literary texts to draw conclusions and make inferences.	7.CC.RL.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.  5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7-1.4 Analyze an author’s development of the conflict and the individual characters as either static, dynamic, round, or flat in a given literary text. 7-1.6 Analyze a given literary text to determine its theme.	7.CC.RL.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Standard 6: Summarize key details and ideas to support analysis of thematic development.  6.1 Determine one or more themes and analyze the development; provide an objective summary.
7-1.4 Analyze an author’s development of the conflict and the individual characters as either static, dynamic, round, or flat in a given literary text.	7.CC.RL.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.  8.1 Analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; determine the impact of contextual influences on setting, plot, and characters.
7-1.3 Interpret devices of figurative language (including extended metaphor and oxymoron). 7-1.5 Interpret the effect of an author’s craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, and irony) on the meaning of literary texts.	7.CC.RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	9.1 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of rhymes and other repetitions of sounds on specific verses or stanzas of poems or sections of narrative or drama.

7-3.4 Interpret the connotations of words to understand the meaning of a given text.		
7-1.5 Interpret the effect of an author’s craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, and irony) on the meaning of literary texts.	7.CC.RL.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	12.1 Analyze how complex text structures in prose, drama, and poetry contribute to development of theme, setting, or plot.  12.2 Analyze the author’s choice of structures within the text and draw conclusions about how they impact meaning.
7-1.2 Explain the effect of point of view on a given narrative text. 7-1.5 Interpret the effect of an author’s craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, and irony) on the meaning of literary texts.  8-1.2 Explain the effect of point of view on a given literary text.	7.CC.RL.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective or purpose shapes content, meaning, and style.  11.1 Analyze how an author develops and contrasts points of view to impact content, meaning, and style.
NOT ADDRESSED IN 2008 STANDARDS	7.CC.RL.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	12.2 Compare and contrast how different text structures contribute to meaning and impact the reader.
7-1.4 Analyze an author’s development of the conflict and the individual characters as either static, dynamic, round, or flat in a given literary text.	7.CC.RL.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	7.2 Compare and contrast a literary depiction of a time, place, or character to a historical account of the same period to understand how authors use or alter history for rhetorical effect.

<p>7-1.8 Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).</p>	<p>7.CC.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.</p> <p>13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.</p>
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## 7<sup>th</sup> Grade Comparison – Reading: Informational Text

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
<p>7-1.3 Interpret devices of figurative language (including extended metaphor and oxymoron).</p> <p>7-2.2 Analyze information within and across texts to draw conclusions and make inferences.</p>	<p>7-CC-RI-1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p>5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>7-2.1 Analyze central ideas within and across informational texts.</p>	<p>7-CC-RI-2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>Standard 6: Summarize key details and ideas to support analysis of central ideas.</p> <p>6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.</p>
<p>7-2.2 Analyze information within and across texts to draw conclusions and make inferences.</p>	<p>7-CC-RI-3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p>5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>7-3.4 Interpret the connotations of words to understand the meaning of a given text.</p>	<p>7-CC-RI-4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words or phrases on meaning and tone.</p>
<p>7-2.5 Analyze the impact that text elements (for example, print styles and chapter headings) have on the meaning of a given</p>	<p>7-CC-RI-5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole</p>	<p>Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their</p>

informational text.	and to the development of the ideas.	relationships shape meaning and tone in print and multimedia texts.  11.1 Determine the impact of text features and structures on an author's ideas or claims.
7-2.3 Identify author bias (for example, word choice and the exclusion and inclusion of particular information).	7-CC-RL-6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	10.1 Determine an author's perspective or purpose and analyze how the author distinguishes his/her position from others.
7-2.6 Analyze information from graphic features (for example, charts and graphs) in informational texts.	7-CC-RL-7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.  7.1 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.
7-2.3 Identify author bias (for example, word choice and the exclusion and inclusion of particular information).	7-CC-RL-8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	11.2 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
7-2.3 Identify author bias (for example, word choice and the exclusion and inclusion of particular information).	7-CC-RL-9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Standard 10: Analyze and provide evidence of how the author's choice of purpose or perspective shapes content, meaning, and style.  10.1 Determine an author's perspective or purpose and analyze how the author distinguishes his/her position from others.

<p>7-2.1 Analyze central ideas within and across informational texts.</p>	<p>7-CC-RL-10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning and building stamina; reflect and respond to increasingly complex text over time.</p> <p>12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>
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## 7<sup>th</sup> Grade Comparison – Writing

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
<p>7-2.7 Identify the use of propaganda techniques (including glittering generalities and name calling) in informational texts.</p> <p>7-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p> <p>7-5.4 Create persuasive pieces (for example, letters to the editor or essays) that include a stated position with supporting evidence for a specific audience.</p> <p>7-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p>7-6.1 Clarify and refine a research topic.</p> <p>7-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.</p> <p>7-6.5 Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual</p>	<p>7-CC-W-1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>1.1 Write arguments that:</p> <p>a. introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text;</p> <p>d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence;</p> <p>e. develop the claim providing credible evidence and data for each;</p> <p>f. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation;</p> <p>g. establish and maintain a formal style and objective tone; and</p>

<p>presentations.</p> <p>6-5.3 Create written descriptions using precise language and vivid details.</p> <p>6-5.4 Create persuasive writings (for example, print advertisements and commercial scripts) that develop a central idea with supporting evidence and use language appropriate for the specific audience.</p>		<p>h. provide a concluding statement or section that follows from and supports the argument.</p>
<p>7-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).</p> <p>7-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p> <p>7-5.1 Create informational pieces (for example, book, movie, or product reviews and news reports) that use language appropriate for a specific audience.</p> <p>7-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p>7-6.1 Clarify and refine a research topic.</p> <p>7-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.</p> <p>7-6.5 Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.</p> <p>Standard 7-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.</p> <p>7-5.3 Create descriptions for use in other</p>	<p>7-CC-W-2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2.1 Write informative/explanatory texts that:</p> <p>a. introduce a topic clearly, previewing what is to follow;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information;</p> <p>d. use credible sources;</p> <p>e. include formatting, graphics, and multimedia to aid comprehension;</p> <p>f. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;</p> <p>g. paraphrase, quote, and summarize to avoid plagiarism;</p> <p>h. follow a standard format for citation;</p> <p>i. use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts;</p> <p>j. use precise language and domain-specific vocabulary to inform or explain the topic;</p> <p>k. establish and maintain a style and tone</p>

<p>modes of written works (for example, narrative, expository, or persuasive).</p>		<p>authentic to the purpose; and  l. provide a concluding statement or section that follows and supports the information or explanation presented.</p>
<p>7-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p> <p>7-5.3 Create descriptions for use in other modes of written works (for example, narrative, <b>expository</b>, or persuasive).</p> <p>7-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.</p> <p>7-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p>7-6.1 Clarify and refine a research topic.</p> <p>7-6.5 Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.</p> <p>6-5.2 Create narratives that have a fully developed plot and a consistent point of view.</p> <p>6-5.3 Create written descriptions using precise language and vivid details.</p>	<p>7-CC-W-3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>a. develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;</p> <p>b. engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters;</p> <p>c. organize an event sequence that unfolds naturally and logically;</p> <p>d. use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters;</p> <p>e. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;</p> <p>f. use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences and events and develop characters; and</p> <p>g. provide a conclusion that follows from and reflects on narrated experiences or events.</p> <p>h.</p>

<p>7-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p>7-6.1 Clarify and refine a research topic.</p> <p>7-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p> <p>7-6.5 Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.</p>	<p>7-CC-W-4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p> <p>6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.</p>
<p>7-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p>6-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas. (</p> <p>6-4.6 Edit for the correct use of written Standard American English, including punctuation</p> <ul style="list-style-type: none"> <li>– semicolon,</li> <li>– commas to enclose appositives, and</li> <li>– commas to separate introductory clauses and phrases.</li> </ul>	<p>7-CC-W-5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p> <p>6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.</p>
<p>7-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.</p>	<p>7-CC-W-6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p> <p>6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.</p> <p>2l. use relevant information from multiple print and multimedia sources.</p>
<p>7-6.8 Design and carry out research projects by selecting a topic, constructing</p>	<p>7-CC-W-7. Conduct short research projects to answer a question, drawing on several</p>	<p>6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range</p>

<p>inquiry questions, accessing resources, and selecting and organizing information.</p>	<p>sources and generating additional related, focused questions for further research and investigation.</p>	<p>of domain specific tasks, and for a variety of purposes and audiences.</p> <p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p>7-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.</p> <p>7-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.</p> <p>7-6.7 Use a variety of print and electronic reference materials.</p>	<p>7-CC-W-8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>2.1 Write informative/explanatory texts that:</p> <ol style="list-style-type: none"> <li>a. introduce a topic clearly, previewing what is to follow;</li> <li>b. use relevant information from multiple print and multimedia sources;</li> <li>c. use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information;</li> <li>d. use credible sources;</li> <li>e. include formatting, graphics, and multimedia to aid comprehension;</li> <li>f. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;</li> <li>g. paraphrase, quote, and summarize to avoid plagiarism;</li> <li>h. follow a standard format for citation;</li> <li>i. use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts;</li> <li>j. use precise language and domain-specific vocabulary to inform or explain the topic;</li> <li>k. establish and maintain a style and tone authentic to the purpose; and</li> <li>l. provide a concluding statement or section that follows and supports the information or explanation presented.</li> </ol>

<p>7-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and selecting and organizing information.</p>	<p>7-CC-W-9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>3.2 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> <li>i. develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;</li> <li>j. engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters;</li> <li>k. organize an event sequence that unfolds naturally and logically;</li> <li>l. use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters;</li> <li>m. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;</li> <li>n. use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences and events and develop characters; and</li> <li>o. provide a conclusion that follows from and reflects on narrated experiences or events.</li> </ul>
<p>7-5.1 Create informational pieces (for example, book, movie, or product reviews and news reports) that use language appropriate for a specific audience.</p> <p>7-5.2 Create narratives (for example, personal</p>	<p>7-CC-W-10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and</p>	<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p> <p>6.1 Write routinely and persevere in writing tasks</p>

<p>essays or narrative poems) that communicate the significance of an issue of importance and use language appropriate for the purpose and the audience.</p> <p>7-5.3 Create descriptions for use in other modes of written works (for example, narrative, expository, or persuasive).</p> <p>7-5.4 Create persuasive pieces (for example, letters to the editor or essays) that include a stated position with supporting evidence for a specific audience.</p>	<p>audiences.</p>	<p>over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.</p>
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<h2 style="text-align: center;">7<sup>th</sup> Grade Comparison – Speaking and Listening</h2>		
<b>2008 SC Academic Standards for ELA</b>	<b>Common Core Standards for ELA</b>	<b>South Carolina College- and Career-Ready Standards for ELA</b>
<p>7-1.7 Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).</p> <p>7-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).</p>	<p>7-CC-SL-1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and</p>	<p>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.</p> <p>1.1 Prepare for and engage in conversations to explore complex concepts, ideas, and texts; share ideas and consider alternate viewpoints.</p> <p>1.2 Participate in discussions; ask probing questions and share evidence that supports and maintains the focus of the discussion.</p> <p>1.3 Apply effective communication techniques and the use of formal or informal voice based on audience, setting, and tasks.</p> <p>1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.</p>

	<p>ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>1.5 Consider new ideas and diverse perspectives of others when forming opinions regarding a topic, text, or issue.</p>
<p>7-2.7 Identify the use of propaganda techniques (including glittering generalities and name calling) in informational texts.</p>	<p>7-CC-SL-2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p> <p>2.1 Gather relevant information from diverse print and multimedia sources to articulate claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions facts and details.</p>
<p>7-2.3 Identify author bias (for example, word choice and the exclusion and inclusion of particular information).</p> <p>7-2.7 Identify the use of propaganda techniques (including glittering generalities and name calling) in informational texts.</p>	<p>7-CC-SL-3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>2.2 Analyze and evaluate the credibility of information and accuracy of findings.</p>
<p>7-1.7 Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).</p> <p>7-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).</p>	<p>7-CC-SL-4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.</p> <p>5.2 Select and employ a variety of craft techniques to convey a message and impact the audience.</p>
<p>7-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.</p>	<p>7-CC-SL-5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and multimedia to enrich understanding when presenting ideas and information.</p>

		3.2 Utilize multimedia to clarify information and strengthen claims or evidence.
7-1.7 Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts). 7-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).	7-CC-SL-6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)	Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.  5.1 Consider audience when selecting presentation types  5.2 Select and employ a variety of craft techniques to convey a message and impact the audience.

### 7<sup>th</sup> Grade Comparison – Language

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
7-4.2 Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex). 7-4.4 Use grammatical conventions of written Standard American English, including the reinforcement of conventions previously taught. 7-4.6 Edit for the correct use of written Standard American English, including ellipses and parentheses. 7-4.7 Spell correctly using Standard American English.	7-CC-L-1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. show knowledge of the function of phrases and clauses in general and their function in specific sentences; b. choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas; and c. use phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
7-4.6 Edit for the correct use of written Standard American English, including ellipses and parentheses. 7-3.5 Spell new words using Greek and Latin roots and affixes. 7-4.7 Spell correctly using Standard American	7-CC-L-2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating,	Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 5.2 Use: a. a comma to separate coordinate adjectives; and

<p>English.</p>	<p>enjoyable indicate a pause or break. movie but not He wore an old[,] green shirt).</p> <p>b. Spell correctly.</p>	<p>b. a comma after introductory subordinate clauses.</p>
<p>7-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas.</p> <p>7-5.1 Create informational pieces (for example, book, movie, or product reviews and news reports) that use language appropriate for a specific audience.</p> <p>7-5.2 Create narratives (for example, personal essays or narrative poems) that communicate the significance of an issue of importance and use language appropriate for the purpose and the audience.</p> <p>Standard 7-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.</p>	<p>7-CC-L-3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p>1.3 Apply effective communication techniques and the use of formal or informal voice based on audience, setting, and tasks.</p>
<p>7-3.1 Use context clues (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and multiple-meaning words.</p> <p>7-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts.</p> <p>7-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.</p> <p>7-3.5 Spell new words using Greek and Latin roots and affixes.</p> <p>Standard 7-3. The student will use word analysis and vocabulary strategies to read fluently</p>	<p>7-CC-L-4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and</p>	<p>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p>

	<p>digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	
<p>7-3.4 Interpret the connotations of words to understand the meaning of a given text.</p>	<p>7-CC-L-5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<p>8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words or phrases on meaning and tone.</p>
<p>7-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.</p>	<p>7-CC-L-6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>1.1 Write arguments that:</p> <p>i. introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically;</p> <p>j. use relevant information from multiple print and multimedia sources;</p> <p>k. support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text;</p> <p>l. use an organizational structure that provides unity and clarity among claims, reasons, and evidence;</p> <p>m. develop the claim providing credible</p>

		<p>evidence and data for each;</p> <ul style="list-style-type: none"><li>n. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation;</li><li>o. establish and maintain a formal style and objective tone; and</li><li>p. provide a concluding statement or section that follows from and supports the argument.</li></ul>
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## 8<sup>th</sup> Grade Comparison – Reading: Literature

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
8-1.2 Explain the effect of point of view on a given literary text.	8.CC.RL.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.  5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
8-1.4 Analyze a given literary text to determine its theme.	8.CC.RL.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Standard 6: Summarize key details and ideas to support analysis of thematic development.  6.1 Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.
8-1.4 Analyze a given literary text to determine its theme.	8.CC.RL.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters.
8-1.3 Interpret devices of figurative language (including extended metaphor, oxymoron, and paradox). 8-1.5 Analyze the effect of the author’s craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts. 8-3.1 Use context clues (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and multiple-meaning words.	8.CC.RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	9.1 Determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

<p>8-1.1 Compare/contrast ideas within and across literary texts to make inferences.</p> <p>8-1.5 Analyze the effect of the author’s craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.</p>	<p>8.CC.RL.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<p>12.1 Compare and contrast the structure of two or more texts with similar topics or themes and analyze how the differing structure of each contributes to meaning.</p>
<p>8-1.1 Compare/contrast ideas within and across literary texts to make inferences.</p> <p>8-1.2 Explain the effect of point of view on a given literary text.</p> <p>8-1.5 Analyze the effect of the author’s craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.</p>	<p>8.CC.RL.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p>Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective or purpose shapes content, meaning, and style.</p> <p>11.1 Analyze how the author’s development of the differences in points of view between the characters and the reader create suspense or humor.</p>
<p>NOT ADDRESSED IN 2008 STANDARDS</p>	<p>8.CC.RL.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p>Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</p> <p>12.2 Analyze the author’s choice of structures within the text and draw conclusions about how they impact meaning.</p>
<p>6-1.6 Compare/contrast main ideas within and across literary texts.</p>	<p>8.CC.RL.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p>Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</p>
<p>8-1.8 Read independently for extended periods of time for pleasure.</p>	<p>8.CC.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p>	<p>Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.</p> <p>13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.</p>

## 8<sup>th</sup> Grade Comparison – Reading: Informational Text

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
8-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.	8.CC.RI.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. 5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
8-2.1 Compare/contrast central ideas within and across informational texts.	8.CC.RI.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Standard 6: Summarize key details and ideas to support analysis of central ideas. 6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.
8-2.3 Analyze informational texts for author bias (for example, word choice and the exclusion and inclusion of particular information).	8.CC.RI.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. 5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
8-2.3 Analyze informational texts for author bias (for example, word choice and the exclusion and inclusion of particular information). 8-3.1 Use context clues (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and multiple-meaning words.	8.CC.RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.
8-2.3 Analyze informational texts for author bias (for example, word choice and the exclusion and inclusion of particular information).	8.CC.RI.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or	Standard 10: Analyze and provide evidence of how the author’s choice of purpose or perspective shapes content, meaning, and style.

	viewpoints.	10.1 Determine an author’s perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.
8-2.5 Analyze the impact that text elements (for example, print styles and chapter headings) have on the meaning of a given informational text. 8-2.6 Analyze information from graphic features (for example, charts and graphs) in informational texts.	8.CC.RI.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.  7.1 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.
8-2.7 Identify the use of propaganda techniques (including card stacking, plain folks, and transfer) in informational texts.	8.CC.RI.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. 11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
8-2.3 Analyze informational texts for author bias (for example, word choice and the exclusion and inclusion of particular information).	8.CC-RI.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	10.1 Determine an author’s perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.
8-1.8 Read independently for extended periods of time for pleasure.	8-CC-RI-10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning and building stamina; reflect and respond to increasingly complex text over time.  12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

## 8<sup>th</sup> Grade Comparison – Writing

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
<p>8-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).</p> <p>8-2.7 Identify the use of propaganda techniques (including card stacking, plain folks, and transfer) in informational texts.</p> <p>8-5.4 Create persuasive pieces (for example, editorials, essays, or speeches) that support a clearly stated position with concrete evidence.</p> <p>8-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.</p> <p>8-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.</p>	<p>8.CC.W.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>1.1 Write arguments that:</p> <p>a. introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. support claims using valid reasoning and a variety of relevant evidence from accurate, verifiable sources;</p> <p>d. use an organizational structure that provides unity and clarity among claims, counterclaims, reasons, and evidence;</p> <p>e. develop the claim and counterclaims providing credible evidence and data for each;</p> <p>f. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation;</p> <p>g. establish and maintain a formal style and objective tone; and</p> <p>h. provide a concluding statement or section that follows from and supports the argument.</p>
<p>8-1.6 Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).</p> <p>8-2.6 Analyze information from graphic features (for example, charts and graphs) in informational</p>	<p>8.CC.W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts,</p>	<p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2.1 Write informative/explanatory texts that:</p> <p>a. introduce a topic;</p>

<p>texts.</p> <p>8-5.1 Create informational pieces (for example, reports and letters of request, inquiry, or complaint) that use language appropriate for the specific audience.</p> <p>8-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.</p> <p>8-5.3 Create descriptions for use in other modes of written works (for example, narrative, expository, and persuasive).</p> <p>8-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.</p> <p>Standard 8-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English</p> <p>8-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.</p>	<p>and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. organize ideas, concepts, and information into broader categories;</p> <p>d. assess the credibility of each source;</p> <p>e. include formatting, graphics, and multimedia to aid comprehension;</p> <p>f. develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples;</p> <p>g. paraphrase, quote, and summarize to avoid plagiarism;</p> <p>h. follow a standard format for citation;</p> <p>i. use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts;</p> <p>j. use precise language and domain-specific vocabulary to explain the topic; and</p> <p>k. establish and maintain a style and tone</p>
<p>8-5.2 Create narratives (for example, memoirs) that communicate the significance of particular personal relationships.</p> <p>8-5.3 Create descriptions for use in other modes of written works (for example, narrative, expository, and persuasive).</p> <p>8-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p>8-6.5 Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.</p>	<p>8.CC.W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and</p>	<p>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>a. develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;</p> <p>b. engage and orient the reader by establishing a context and point of view and introducing a</p>

<p>8-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.</p> <p>8-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.</p>	<p>reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>narrator and/or characters;</p> <p>c. organize an event sequence that unfolds naturally and logically;</p> <p>d. use dialogue, pacing, manipulation of time, and reflection, to develop experiences, events, and/or characters;</p> <p>e. use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events;</p> <p>f. use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences and events, and</p> <p>g. develop characters; and provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
<p>8-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p> <p>8-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas.</p> <p>8-6.5 Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.</p>	<p>8.CC.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p> <p>6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.</p>
<p>8-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p>8-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas.</p> <p>8-6.5 Use appropriate organizational strategies to prepare written works, oral and</p>	<p>8.CC.W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p> <p>6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of</p>

auditory presentations, and visual presentations.		purposes and audiences.
8-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.	8.CC.W.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.  6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.
8-6.1 Clarify and refine a research topic. 8-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and selecting and organizing information.	8.CC.W.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.
8-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources. 8-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others. 8-6.7 Use a variety of print and electronic reference materials.	8.CC.W.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	2.1 Gather relevant information from diverse print and multimedia sources to develop ideas, claims, or perspectives emphasizing salient points in a coherent, concise, logical manner with relevant evidence and well-chosen details.
8-1.5 Analyze the effect of the author’s craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts. 8-1.6 Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).	8.CC.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the	2.1 Gather relevant information from diverse print and multimedia sources to develop ideas, claims, or perspectives emphasizing salient points in a coherent, concise, logical manner with relevant evidence and well-chosen details. 2.2 Analyze and evaluate credibility of information and accuracy of findings. 2.3 Quote and paraphrase the data and conclusions while avoiding plagiarism and

<p>8-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).</p> <p>8-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and selecting and organizing information.</p>	<p>material is rendered new”).</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	<p>following a standard format for citation.</p>
<p>Standard 8-5. The student will write for a variety of purposes and audiences.</p>	<p>8.CC.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p> <p>6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.</p>

<h2 style="text-align: center;">8<sup>th</sup> Grade – Speaking and Listening</h2>		
<p style="text-align: center;"><b>2008 SC Academic Standards for ELA</b></p>	<p style="text-align: center;"><b>Common Core Standards for ELA</b></p>	<p style="text-align: center;"><b>South Carolina College- and Career-Ready Standards for ELA</b></p>
<p>8-1.7 Compare/contrast literary <b>texts</b> from various genres (for example, poetry, <b>drama</b>, novels, and short stories).</p> <p>8-2.4 Create responses to informational <b>texts</b> through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).</p>	<p>8-CC-SL-1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress</p>	<p>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.</p> <p>1.1 Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking.</p> <p>1.2 Participate in discussions; share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations.</p>

	<p>toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>1.3 Apply effective communication techniques based on a variety of contexts and tasks.</p> <p>1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.</p> <p>1.5 Consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding a topic, text, or issue.</p>
<p>8-2.7 Identify the use of propaganda techniques (including card stacking, plain folks, and transfer) in informational texts.</p>	<p>8.CC.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>2.1 Gather relevant information from diverse print and multimedia sources to develop ideas, claims, or perspectives emphasizing salient points in a coherent, concise, logical manner with relevant evidence and well-chosen details.</p> <p>4.1 Determine the effectiveness of a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>
<p>8-2.7 Identify the use of propaganda techniques (including card stacking, plain folks, and transfer) in informational texts.</p>	<p>8.CC.SL.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>4.1 Determine the effectiveness of a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>
<p>8-1.7 Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).</p> <p>8-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).</p>	<p>8.CC.SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and multimedia to enrich understanding when presenting ideas and information.</p> <p>Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.</p>

8-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.	8.CC.SL.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	3.2 Utilize multimedia to clarify information and emphasize salient points.
8-1.7 Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories). 8-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).	8.CC.SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)	Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and multimedia to enrich understanding when presenting ideas and information.

## 8<sup>th</sup> Grade Comparison – Language

<b>2008 SC Academic Standards for ELA</b>	<b>Common Core Standards for ELA</b>	<b>South Carolina College- and Career-Ready Standards for ELA</b>
8-4.4 Use grammatical conventions of written Standard American English, including the reinforcement of conventions previously taught.  Standard 8-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English	8-CC-L-1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 4.1 When writing: a. show knowledge of the function of gerunds, participles, and infinitives and their functions in particular sentences; b. form and use verbs in the active and passive voice; c. form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood; and d. recognize and correct inappropriate shifts in verb voice and mood.
8-4.4 Use grammatical conventions of written Standard American English, including the reinforcement of conventions previously taught. 8-4.6 Edit for the correct use of written Standard American English, including ellipses and parentheses.	8-CC-L-2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use punctuation (comma, ellipsis, dash)	Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 5.2 Use: a. commas, ellipses, and dashes to indicate a pause, break, or omission; and

<p>8-4.7 Spell correctly using Standard American English.</p> <p>8-3.5 Spell new words using Greek and Latin roots and affixes.</p>	<p>to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>	<p>b. an ellipsis to indicate an omission.</p>
<p>Standard 8-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English</p>	<p>8-CC-L-3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.</p> <p>1.3 Apply effective communication techniques based on a variety of contexts and tasks.</p>
<p>8-3.1 Use context clues (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and multiple-meaning words.</p> <p>8-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts.</p> <p>8-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.</p> <p>Standard 8-3 The student will use word analysis and vocabulary strategies to read fluently.</p>	<p>8-CC-L-4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p>

<p>8-1.3 Interpret devices of figurative language (including extended metaphor, oxymoron, and paradox).</p> <p>8-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.</p> <p>8-3.4 Interpret the connotations of words to understand the meaning of a given text.</p>	<p>8-CC-L-5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p>8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.</p> <p>8.2 Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.</p>
<p>7-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.</p>	<p>2-CC-L-6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p> <p>Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.</p>

## 9<sup>th</sup> and 10<sup>th</sup> Grade Comparison – Reading: Literature

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
<p>E1-6.5 Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.</p> <p>E1-6.7 Use a variety of print and electronic reference materials.</p> <p>E1-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.</p>	<p>9.CC.RL.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p>5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.</p>
<p>E1-5.4 Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts).</p> <p>E1-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.</p> <p>E1-6.5 Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.</p>	<p>9.CC.RL.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>Standard 6: Summarize key details and ideas to support analysis of thematic development.</p> <p>5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.</p>
<p>E1-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas.</p>	<p>9. CC.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</p> <p>8.1 Analyze how a series of ideas or events is introduced, developed, connected, and ordered within a particular context.</p>

<p>E1-5.2 Create narratives (for example, personal essays, memoirs, or narrative poems) that use descriptive language to create tone and mood.</p>	<p>9.CC.RL.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p>
<p>E1-4.3 Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).</p>	<p>9.CC.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>12.2 Analyze how an author’s choices concerning how to structure a text, order events within the text, and manipulate time create different effects.</p>
<p>E1-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas.</p>	<p>9. CC.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>11.1 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style.</p>
<p>NOT ADDRESSED IN 2008 STANDARDS AT THIS COGNITIVE LEVEL</p>	<p>9.CC.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p>	<p>Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</p> <p>Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</p>
<p>E1-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas.</p>	<p>9.CC.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws</p>	<p>Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</p> <p>12.2 Analyze how an author’s choices concerning how to structure a text, order events within the</p>

	on a play by Shakespeare).	text, and manipulate time create different effects.
E1-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas.  E2-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas.	9.CC.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.  13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.

<b>9<sup>th</sup> and 10<sup>th</sup> Grade Comparison – Reading: Informational Text</b>		
<b>2008 SC Academic Standards for ELA</b>	<b>Common Core Standards for ELA</b>	<b>South Carolina College- and Career-Ready Standards for ELA</b>
E1-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.	9.CC.RI.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.  5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.
E1-5.4 Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated <b>thesis</b> and use support (for example, facts, statistics, and firsthand accounts). E1-6.5 Create written works, oral and auditory	9.CC.RI.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Standard 6: Summarize key details and ideas to support analysis of central ideas.  6.1 Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and

<p>presentations, and visual presentations that are designed for a specific <b>audience</b> and purpose.</p> <p>E1-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.</p>		<p>refined by specific details; provide an objective summary of the text.</p>
<p>NOT ADDRESSED IN 2008 STANDARDS AT THIS COGNITIVE LEVEL</p>	<p>9.CC.RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>8.1 (English 1) Determine figurative, connotative, and technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone.</p> <p>8.1 (English 2) Determine the figurative, connotative, and technical meanings of words and phrases; analyze the cumulative impact of specific words and phrases on meaning and tone.</p>
<p>E1-5.2 Create narratives (for example, personal essays, memoirs, or narrative poems) that use descriptive language to create <b>tone</b> and mood.</p>	<p>9.CC.RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p>
<p>E1-4.2 Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).</p> <p>E1-5.4 Create persuasive pieces (for example, editorials, essays, speeches, or reports) that</p>	<p>9.CC.RI.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>11.1 Analyze in detail how the author’s ideas or claims are supported through the use of text features and structures.</p> <p>11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the</p>

<p>develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts).</p> <p>E2-4.2 Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).</p> <p>E2-5.4 Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and first-hand accounts).</p>		<p>reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>
<p>E1-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).</p> <p>E2-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).</p>	<p>9.CC.RI.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>10.1 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>
<p>E1-6.7 Use a variety of print and electronic reference materials.</p> <p>E2-6.7 Use a variety of print and electronic reference materials.</p>	<p>9.CC.RI.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>7.1 Explain how the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts, and ideas in argument or informative texts.</p>
<p>6-2.7 Interpret information from functional text features (for example, tables of contents and glossaries).</p> <p>7-2.7 Identify the use of propaganda techniques (including glittering generalities and name calling) in informational texts.</p> <p>8-2.7 Identify the use of propaganda techniques (including card stacking, plain folks, and transfer) in informational texts.</p> <p>E1-5.4 Create persuasive pieces (for example,</p>	<p>9.CC.RI.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p>11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>

<p>editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts).</p> <p>E2-5.4 Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and first-hand accounts).</p>		
<p>E1-5.4 Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts).</p> <p>E2-5.4 Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and first-hand accounts).</p>	<p>9.CC.RI.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	<p>Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.</p> <p>11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>
<p>Standard E1-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.</p> <p>Standard E2-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.</p>	<p>9.CC.RI.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.</p> <p>12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.</p>

## 9<sup>th</sup> and 10<sup>th</sup> Grade Comparison – Writing

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
<p>E1-5.4 Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts).</p> <p>E2-5.4 Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and first-hand accounts).</p> <p>Standard E1-5 The student will write for a variety of purposes and audiences.</p> <p>Standard E2-5: The student will write for a variety of purposes and audiences.</p> <p>E2-5.2 Create narrative pieces (for example, personal essays, memoirs, or narrative poems) that use figurative language and word choice to create tone and mood.</p>	<p>9.CC.W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>1.1 Write arguments that:</p> <p>a. introduce a precise claim and differentiate between the claim and counterclaims;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. assess the credibility and accuracy of each source;</p> <p>d. use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence;</p> <p>e. develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims;</p> <p>f. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</p> <p>g. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;</p> <p>h. provide a concluding statement or section that follows from and supports the argument presented; and</p> <p>i. include a call to action.</p>

<p>Standard E1-5 The student will write for a variety of purposes and audiences.</p> <p>Standard E2-5: The student will write for a variety of purposes and audiences.</p> <p>Standard E1-6 The student will access and use information from a variety of sources.</p> <p>Standard E2-6 The student will access and use information from a variety of sources.</p>	<p>9.CC.W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or</li> </ol>	<p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2.1 Write informative/explanatory texts that:</p> <ol style="list-style-type: none"> <li>a. introduce a topic;</li> <li>b. use relevant information from multiple print and multimedia sources;</li> <li>c. organize complex ideas, concepts, and information to make connections and distinctions;</li> <li>d. assess the credibility and accuracy of each source;</li> <li>e. include formatting, graphics, and multimedia to aid comprehension as needed;</li> <li>f. develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic;</li> <li>g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>h. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;</li> <li>i. use precise language and domain-specific vocabulary to manage the complexity of the topic;</li> <li>j. establish and maintain a consistent style and objective tone while attending norms and conventions of the discipline; and</li> <li>k. provide a concluding statement or section that follows from and supports the</li> </ol>
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	explanation presented (e.g., articulating implications or the significance of the topic).	information or explanation presented.
<p>E1-5.2 Create narratives (for example, personal essays, memoirs, or narrative poems) that use descriptive language to create tone and mood.</p> <p>E2-5.2 Create narrative pieces (for example, personal essays, memoirs, or narrative poems) that use figurative language and word choice to create tone and mood.</p>	<p>9.CC.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;</p> <p>b. engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events;</p> <p>c. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters;</p> <p>d. use a variety of techniques to sequence events so that they build on one another to create a coherent whole;</p> <p>e. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and</p> <p>f. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</p>
<p>E2-5.1 Create informational pieces (for example, resumes, memos, letters of request, inquiry, or complaint) that use language</p>	<p>9.CC.W.4. Produce clear and coherent writing in which the development, organization, and style are</p>	<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time</p>

<p>appropriate for the specific audience. E1-5.1 Create informational pieces (for example, letters of request, inquiry, or complaint) that use language appropriate for the specific audience.</p>	<p>appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>frames. 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.</p>
<p>Standard E1-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English Standard E2-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English</p>	<p>9.CC.W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)</p>	<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.</p>
<p>E1-6.7 Use a variety of print and electronic reference materials. E2-6.7 Use a variety of print and electronic reference materials.</p>	<p>9.CC.W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.</p>
<p>Standard E1-6 The student will access and use information from a variety of sources.</p>	<p>9.CC.W.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p>

<p>Standard E1-6 The student will access and use information from a variety of sources.</p> <p>Standard E2-6 The student will access and use information from a variety of sources.</p>	<p>9.CC.W.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>2.1 Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p>NOT ADDRESSED IN 2008 STANDARDS AT THIS COGNITIVE LEVEL</p>	<p>3.CC.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p>2.1 Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>2.2 Distinguish between credible and non-credible sources of information.</p> <p>2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.</p>

NOT ADDRESSED IN 2008 STANDARDS	3.CC.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.
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## 9<sup>th</sup> and 10<sup>th</sup> Grade Comparison – Speaking and Listening

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
NOT ADDRESSED IN 2008 STANDARDS	<p>9.CC.SL.1. 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and</p>	<p>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.</p> <p>1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; and develop logical interpretations of new findings.</p> <p>1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.</p> <p>1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.</p> <p>1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.</p> <p>1.5 Synthesize areas of agreement and</p>

	<p>responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>disagreement including justification for personal perspective; revise conclusions based on new evidence.</p> <p>1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.</p>
NOT ADDRESSED IN 2008 STANDARDS	9.CC.SL.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	2.1 Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<p>PARTS NOT ADDRESSED IN 2008 STANDARDS</p> <p>6-2.7 Interpret information from functional text features (for example, tables of contents and glossaries).</p> <p>7-2.7 Identify the use of propaganda techniques (including glittering generalities and name calling) in informational texts.</p> <p>8-2.7 Identify the use of propaganda techniques (including card stacking, plain folks, and transfer) in informational texts.</p>	9.CC.SL.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	4.1 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacies in reasoning or exaggerated or distorted evidence
<p>E1-6.5 Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.</p> <p>E2-6.5 Create written works, oral and auditory presentations, and visual presentations that are</p>	9.CC.SL.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization,	Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

designed for a specific audience and purpose.	development, substance, and style are appropriate to purpose, audience, and task.	Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.
E1-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations. E1-6.7 Use a variety of print and electronic reference materials. E2-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations. E2-6.7 Use a variety of print and electronic reference materials.	9.CC.SL.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	3.2 Create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.
E1-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose. E2-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	9.CC.SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.  5.2 Employ effective repetition, rhetorical questions, and delivery style to convey message to impact the audience.

<b>9<sup>th</sup> and 10<sup>th</sup> Grade Comparison – Language</b>		
<b>2008 SC Academic Standards for ELA</b>	<b>Common Core Standards for ELA</b>	<b>South Carolina College- and Career-Ready Standards for ELA</b>
Standard E1-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.  Standard E2-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.	9-CC-L-1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest	Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 4.1 (English 1) When writing: a. use parallel structure; b. identify and use gerunds, infinitives, and participles; c. identify and use active and passive verbs; d. explain and use indicative, imperative, subjunctive, conditional verb moods to communicate different messages; and

	to writing or presentations.	<p>e. use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing.</p> <p>4.1 (English 2)When writing:</p> <p>a. use parallel structure;</p> <p>b. use verb, noun, prepositional, and verbal phrases to communicate different meanings;</p> <p>c. Use independent, dependent, noun, relative, and adverbial phrases and clauses to convey shades of meaning and variety;</p> <p>d. Use parallel structures to communicate similar ideas; and</p> <p>Use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing.</p>
<p>Standard E1-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.</p> <p>Standard E2-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.</p> <p>NOT ADDRESSED IN 2008 STANDARDS</p>	<p>9-CC-L-2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>	<p>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>5.2 (English 1) Use:</p> <p>a. a semicolon or a conjunctive adverb to link two or more closely related independent clauses;</p> <p>b. a colon to introduce a list or quotation; and</p> <p>c. commas to separate adjacent, parallel structures.</p> <p>5.2 (English 2) Use:</p> <p>a. a semicolon or a conjunctive adverb to link two or more closely related independent clauses;</p> <p>b. a colon to introduce a list or quotation; and</p> <p>c. commas to separate adjacent, parallel structures.</p>

<p>NOT ADDRESSED IN 2008 STANDARDS AT THIS COGNITIVE LEVEL</p>	<p>9-CC-L-3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p>	<p>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.</p> <p>1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.</p>
<p>E1-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words.</p> <p>E2-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words.</p> <p>PARTS NOT ADDRESSED IN 2008 STANDARDS</p>	<p>9-CC-L-4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a</p>	<p>Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p>

	word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
E1-3.3 Interpret euphemisms and connotations of words to understand the meaning of a given text. E2-3.3 Interpret euphemisms and the connotations of words to understand the meaning of a given text. NOT ADDRESSED IN 2008 STANDARDS	9-CC-L-5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.  8.1 Determine the figurative, connotative, and technical meanings of words and phrases; analyze the cumulative impact of specific words and phrases on meaning and tone.  8.2 Explain how the author’s meaning and tone are developed and refined by text features and structures.
Standard E1-3 The student will use word analysis and vocabulary strategies to read fluently.  Standard E2-3 The student will use word analysis and vocabulary strategies to read fluently.	9-CC-L-6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations

## 11<sup>th</sup> and 12<sup>th</sup> Grade Comparison – Reading: Literature

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
<p>E4-6.5 Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.</p> <p>E4-6.7 Use a variety of print and electronic reference materials.</p> <p>E4-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.</p>	<p>11.CC.RL.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p>5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.</p>
<p>E4-5.4 Create persuasive writings (for example, editorials, essays, speeches, or reports) that address a specific audience and use logical arguments supported by facts or expert opinions.</p> <p>E4-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.</p> <p>E4-6.5 Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.</p>	<p>11.CC.RL.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>Standard 6: Summarize key details and ideas to support analysis of thematic development.</p> <p>6.1 Analyze the development of related themes across a variety of texts citing evidence to support-analysis; provide an objective summary.</p>
<p>E4-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas.</p>	<p>11. CC.RL.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>9.1 (English 3) Analyze and interpret the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful.</p>

		9.1 (English 4) Evaluate the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.
E4-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas.	11.CC.RL.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	9.1 (English 3) Analyze and interpret the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful.  9.1 (English 4) Evaluate the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.
E4-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas.	11.CC.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.  8.1 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.
E4-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas.	11. CC.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	11.1 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style, supports rhetorical or aesthetic purposes, and conveys cultural experience.
NOT ADDRESSED IN 2008 STANDARDS AT THIS COGNITIVE LEVEL	11.CC.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.  7.1 Analyze the development of theme across diverse media, modality, and format.

	(Include at least one play by Shakespeare and one play by an American dramatist.)	7.2 Analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions.
E4-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas.	11.CC.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	7.2 Analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions.
E3-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas. E4-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas.	11.CC.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time. 13.3 Read and respond to grade level text as self-directed, critical readers and thinkers.

## 11<sup>th</sup> and 12<sup>th</sup> Grade Comparison – Reading: Informational Text

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
<p>E1-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p>E1-4.2 Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).</p>	<p>11.CC.RI.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.</p> <p>5.1 Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.</p>
<p>E4-5.4 Create persuasive writings (for example, editorials, essays, speeches, or reports) that address a specific audience and use logical arguments supported by facts or expert opinions.</p>	<p>11.CC.RI.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p>Standard 6: Summarize key details and ideas to support analysis of central ideas.</p> <p>6.1 Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.</p>
<p>NOT ADDRESSED IN 2008 STANDARDS AT THIS COGNITIVE LEVEL</p>	<p>11.CC.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>8.2 Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.</p>
<p>E3-3.3 Explain how American history and culture have influenced the use and development of the English language.</p>	<p>11.CC.RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p>	<p>8.1 Determine the figurative, connotative, and technical meanings of words and phrases; analyze how an author uses and refines words and phrases over the course of a text.</p>

<p>E3-4.2 Use complete sentences in a variety of types (for example, simple, compound, complex, and compound-complex).</p> <p>E4-4.2 Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).</p> <p>E4-5.4 Create persuasive writings (for example, editorials, essays, speeches, or reports) that address a specific audience and use logical arguments supported by facts or expert opinions.</p>	<p>11.CC.RI.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>8.2 Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.</p>
<p>E3-2.4 Create responses to informational <b>texts</b> through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).</p> <p>E4-2.4 Create responses to informational <b>texts</b> through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).</p>	<p>11.CC.RI.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>10.1 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>
<p>Standard E2-5 The student will write for a variety of purposes and audiences.</p> <p>E3-6.7 Use a variety of print and electronic reference materials.</p> <p>E4-6.7 Use a variety of print and electronic reference materials.</p>	<p>11.CC.RI.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p> <p>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.</p>
<p>6-2.7 Interpret information from functional text features (for example, tables of contents and glossaries).</p> <p>7-2.7 Identify the use of propaganda techniques (including glittering generalities and name calling) in informational texts.</p>	<p>11.CC.RI.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents)</p>	<p>Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p> <p>Standard 5: Determine meaning and develop logical interpretations by making predictions,</p>

<p>8-2.7 Identify the use of propaganda techniques (including card stacking, plain folks, and transfer) in informational texts.</p> <p>E3-5.4 Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts).</p> <p>E4-5.4 Create persuasive writings (for example, editorials, essays, speeches, or reports) that address a specific audience and use logical arguments supported by facts or expert opinions.</p>	<p>and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>	<p>inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.</p>
<p>E3-5.4 Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts).</p> <p>E4-5.4 Create persuasive writings (for example, editorials, essays, speeches, or reports) that address a specific audience and use logical arguments supported by facts or expert opinions.</p>	<p>11.CC.RI.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	<p>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.</p>
<p>Standard E3-2 The student will read and comprehend a variety of informational texts in print and nonprint formats</p> <p>Standard E4-2 The student will read and comprehend a variety of informational texts in print and nonprint formats</p>	<p>11.CC.RI.10. By the end of grade 11, read and comprehend literary nonfiction in the grades. 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<p>Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.</p> <p>12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.</p>

## 11<sup>th</sup> and 12<sup>th</sup> Grade Comparison – Writing

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
<p>E3-5.4 Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts).</p> <p>E4-5.4 Create persuasive writings (for example, editorials, essays, speeches, or reports) that address a specific audience and use logical arguments supported by facts or expert opinions.</p> <p>Standard E3-5 The student will write for a variety of purposes and audiences.</p> <p>Standard E4-5 The student will write for a variety of purposes and audiences.</p>	<p>11.CC.W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or</p>	<p>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>1.1 Write arguments that:</p> <p>a. introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. assess the credibility and accuracy of each source;</p> <p>d. create an organizational structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence;</p> <p>e. develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases;</p> <p>f. use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims;</p> <p>g. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline;</p> <p>h. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</p>

	<p>section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> <li>i. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;</li> <li>j. provide a concluding statement or section that follows from and supports the argument presented; and</li> <li>k. include a call to action.</li> </ul>
<p>Standard E3-5 The student will write for a variety of purposes and audiences.</p> <p>Standard E4-5 The student will write for a variety of purposes and audiences.</p> <p>Standard E3-6 The student will access and use information from a variety of sources</p> <p>Standard E4-6 The student will access and use information from a variety of sources</p>	<p>11.CC.W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques</li> </ul>	<p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> <li>a. introduce a topic;</li> <li>b. use relevant information from multiple print and multimedia sources</li> <li>c. organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;</li> <li>d. assess the credibility and accuracy of each source;</li> <li>e. include formatting, graphics, and multimedia to aid as needed;</li> <li>f. develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic;</li> <li>g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>h. use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;</li> </ul>

	<p>such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>i. use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic;</p> <p>j. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<p>E3-5.2 Create narrative pieces (for example, personal essays, memoirs, or narrative poems) that use figurative language and word choice to create tone and mood.</p> <p>E4-5.2 Create narratives (for example, personal essays, memoirs, and narrative poems) that use descriptive language to enhance voice and tone.</p>	<p>11.CC.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or</p>	<p>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;</p> <p>a. engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters;</p> <p>b. create a smooth progression of experiences or events;</p> <p>c. use the narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters;</p> <p>d. use a variety of techniques to sequence</p>

	<p>resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>events so that they build on one another to create a coherent whole and build toward a particular tone and outcome;</p> <p>e. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
<p>E3-5.1 Create informational pieces (for example, resumes, memos, letters of request, inquiry, or complaint) that use language appropriate for the specific audience.</p> <p>E4-5.1 Create clear and concise career-oriented and technical writings (for example, memos, business letters, résumés, technical reports, and information analyses).</p>	<p>11.CC.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p> <p>6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.</p>
<p>Standard E3-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, correct use of the conventions of written Standard American English.</p> <p>E4-5.3 Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.</p>	<p>11.CC.W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p>	<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p> <p>6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.</p>
<p>E2-6.7 Use a variety of print and electronic reference materials.</p> <p>E3-6.7 Use a variety of print and electronic reference materials.</p>	<p>11.CC.W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or</p>	<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p> <p>6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range</p>

	information.	of domain-specific tasks, and for a variety of purposes and audiences.
Standard E3-6 The student will access and use information from a variety of sources.  Standard E4-6 The student will access and use information from a variety of sources.	11.CC.W.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.
Standard E3-6 The student will access and use information from a variety of sources.  Standard E4-6 The student will access and use information from a variety of sources.	11.CC.W.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	2.1 Present information and findings from multiple authoritative sources; assess the strengths and limitations of each source, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.
NOT ADDRESSED IN 2008 STANDARDS AT THIS COGNITIVE LEVEL	11.CC.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes	2.1 Present information and findings from multiple authoritative sources; assess the strengths and limitations of each source, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.

	<p>or topics”).</p> <p>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	
NOT ADDRESSED IN 2008 STANDARDS	<p>11.CC.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p> <p>6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.</p>

## 11<sup>th</sup> and 12<sup>th</sup> Grade Comparison – Speaking and Listening

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
NOT ADDRESSED IN 2008 STANDARDS	<p>11.CC.SL.1. 1. Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions</p>	<p>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.</p> <p>1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings; and restate new interpretations.</p>

	when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	
NOT ADDRESSED IN 2008 STANDARDS	11.CC.SL.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.
NOT ADDRESSED IN 2008 STANDARDS	11.CC.SL.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	4.1 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
E3-6.5 Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose. E4-6.5 Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.	11.CC.SL.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	5.2 Deliver messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.  5.3 Develop messages that use logical, emotional, and ethical appeals.
E3-6.5 Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose. E4-6.5 Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.	11.CC.SL.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	3.2 Construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

<p>E3-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.</p> <p>E4-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.</p>	<p>11.CC.SL.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>5.2 Deliver messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.</p> <p>5.3 Develop messages that use logical, emotional, and ethical appeals.</p>
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<h2 style="text-align: center;">11<sup>th</sup> and 12<sup>th</sup> Grade Comparison – Language</h2>		
<p style="text-align: center;"><b>2008 SC Academic Standards for ELA</b></p>	<p style="text-align: center;"><b>Common Core Standards for ELA</b></p>	<p style="text-align: center;"><b>South Carolina College- and Career-Ready Standards for ELA</b></p>
<p>Standard E3-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, correct use of the conventions of written Standard American English</p> <p>Standard E4-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, correct use of the conventions of written Standard American English</p>	<p>11-CC-L-1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p>	<p>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>4.1 (English 3) When writing:</p> <p>a. use verb, noun, prepositional, and verbal phrases to communicate different meanings;</p> <p>b. use independent, dependent, noun, relative, and adverbial phrases and clauses to convey shades of meaning and variety;</p> <p>c. demonstrate command of grammar and usage rules;</p> <p>d. apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; and resolve issues of complex or contested usage, consulting references as needed.</p> <p>4.1 (English 4) When writing:</p> <p>a. apply the understanding that usage is a matter</p>

		<p>of convention, can change over time, and is sometimes contested; and</p> <p>b. resolve issues of complex or contested usage, consulting references as needed.</p>
<p>Standard E3-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, correct use of the conventions of written Standard American English</p> <p>Standard E4-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, correct use of the conventions of written Standard American English</p> <p>NOT ADDRESSED IN 2008 STANDARDS</p>	<p>11-CC-L-2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>	<p>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>5.2 (English 3) Use:</p> <p>a. semicolon, colon, and comma conventions; and</p> <p>b. hyphenation conventions.</p> <p>5.2 (English 4) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.</p>
<p>NOT ADDRESSED IN 2008 STANDARDS AT THIS COGNITIVE LEVEL</p>	<p>11-CC-L-3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.</p> <p>1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.</p>
<p>E3-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words.</p> <p>E3-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words.</p>	<p>11-CC-L-4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall</p>	<p>Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p>

<p>PARTS NOT ADDRESSED IN 2008 STANDARDS</p>	<p>meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	
<p>E3-3.3 Explain how American history and culture have influenced the use and development of the English language.</p> <p>E4-3.3 Explain how British history and culture have influenced the use and development of the English language.</p> <p>NOT ADDRESSED IN 2008 STANDARDS</p>	<p>11-CC-L-5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>8.1 (English 3) Determine the figurative, connotative, and technical meanings of words and phrases; analyze how an author uses and refines words and phrases over the course of a text.</p> <p>8.1 (English 4) Determine the figurative, connotative, and technical meanings of words and phrases; compare and contrast how authors use and refine words or phrases.</p> <p>8.2 Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.</p>

<p>Standard E3-3 The student will use word analysis and vocabulary strategies to read fluently.</p>	<p>11-CC-L-6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations</p>
<p>Standard E4-3 The student will use word analysis and vocabulary strategies to read fluently.</p>		

## Inquiry-Based Literacy Standards

2008 SC Academic Standards for ELA	Common Core Standards for ELA	South Carolina College- and Career-Ready Standards for ELA
		Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.
		Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
		Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.
		Standard 4: Synthesize information to share learning and/or take action.
		Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.

## Sourced Documents

*Common Core State Standards for ELA* (2010)

[http://www.ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_ELAStandards.pdf](http://www.ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf)

*Common Core State Standards for Math* (2010)

<http://www.ed.sc.gov/agency/ccr/Standards-Learning/Mathematics.cfm>

*Common Core State Standards Initiative Comparative Review Report* (2010)

<http://www.eoc.sc.gov/Reports%20%20Publications/Current%20Reports%202008-14/Standards/CCSSReportFINAL0604.pdf>

*South Carolina College- and Career-Ready Standards for ELA* (2015)

<http://www.eoc.sc.gov/Home/Standards%202015/SLA-01-SC-CCR-ELA-Attach-01-15.pdf>

*South Carolina College- and Career-Ready Standards for Mathematics* (2015)

<http://www.ed.sc.gov/scde-grant-opportunities/documents/MathStandards-2015DRAFT.pdf>

*2008 SC Academic Standards for English Language Arts* (2008)

Accessed on local drive

*2007 SC Academic Standards for Mathematics* (2007)

Accessed on local drive



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February 23, 2015

Dear ASA Subcommittee Member:

The attached documents address the request from Ms. Deb Marks at the February 9 EOC meeting. At that meeting, Ms. Marks requested a comparison of the current drafts of the ELA and mathematics standards with the first draft of standards transmitted to the EOC Evaluation Panels in October 2014.

The attached packet starts with mathematics, comparing each of the math standards approved on Feb. 11 with the standards in the October first draft. Notes follow in the third column to provide clarity where necessary.

The ELA comparison follows. This document works directly with the first-reading approved ELA standards. Standards printed in **RED** are from the FIRST draft of ELA standards and are placed beneath comparable standards and indicators in the current draft. If the standard or indicator verbiage is the same in both drafts, it is noted as "same" in green with the standard/indicator number from the first draft. If the standard or indicator in the current draft is new and not addressed in the previous draft, it is noted as **NEW** in purple.

These comparisons were done by the staff of the SC Education Oversight Committee at the request of EOC member, Deb Marks. Please note that professional judgment was used in conducting standards comparisons and the complete, original text of each set of standards was consulted in all instances. A complete list of sources is available at the end of this document. Professional judgment should be used when reviewing and utilizing comparisons.

Please do not hesitate to contact us if you have questions about these documents.

Sincerely,

Dr. Rainey Knight  
Director of Special Projects

Mrs. Dana Yow  
Director of Public Engagement & Communications

David Whittemore  
CHAIR

Daniel B. Merck  
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Anne H. Bull

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Melanie D. Barton  
EXECUTIVE DIRECTOR

## Comparison of Draft Standards (Oct, 20, 2014) and SBE First Reading (Feb 11, 2015) - Mathematics

### Kindergarten

Below is an alignment of the SC Department of Education Writing Team South Carolina College and Career Ready Content Mathematics Standards (SCCCR-M) submitted to the EOC on October 20, 2014 and the South Carolina College and Career Ready Content Mathematics Standards approved by the SC State Board on February 11, 2015. Standards have been grouped by Key Concepts that organize the content into broad categories of related standards. Professional judgment should be used when reviewing and utilizing the comparison.

<b>KEY CONCEPT: NUMBER SENSE</b>		
<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<i>K.NS.1 Count forward by ones to 100.</i>	<b>K.NS.1</b> Count forward by ones and tens to 100.	Add counting by 10s to 100. Counting numbers serve as prerequisite knowledge for place value concepts to come in 1 <sup>st</sup> grade. Further, recognizing patterns in counting numbers can support counting by ones to 100. In all, counting by 10s is a unitizing action needed to successfully encounter place value concepts.
<i>K.NS.2 Count forward by ones beginning from any number less than 100.</i>	<b>K.NS.2</b> Count forward by ones beginning from any number less than 100.	
<i>K.NS.3 Read numbers from 0-20 and represent a number of objects 0-20 with a written numeral.</i>	<b>K.NS.3</b> Read and write numerals from 0-20 and represent a number of objects 0-20 with a written numeral.	More clearly stated: Read and write numerals 0 – 20 which represent a number of objects 0 – 20.
<i>K.NS.4 Understand the relationship between number and quantity. Connect counting to cardinality by demonstrating an understanding that:</i> <i>a. number words are always assigned in the same order;</i> <i>b. the last number said tells the number of objects in the set;</i> <i>c. the number of objects is the same regardless of their arrangement or the order in which they are counted;</i> <i>d. each successive number name refers to a quantity that is one more and each previous</i>	<b>K.NS.4</b> Understand the relationship between number and quantity. Connect counting to cardinality by demonstrating an understanding that: <b>a.</b> the last number said tells the number of objects in the set (cardinality); <b>b.</b> the number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number); <b>c.</b> each successive number name refers to a quantity that is one more and each previous number name refers to	

KEY CONCEPT: NUMBER SENSE		
Oct 20 Math Standards	Feb 11 Math Standards	Notes
<i>number name refers to a quantity that is one less.</i>	a quantity that is one less.	
<i>K.NS.5 Count out a given number of objects from 1-20 and connect this sequence in a one-to-one manner and recognize instantly a quantity of up to ten objects.</i>	<b>K.NS.5</b> Count a given number of objects from 1-20 and connect this sequence in a one-to-one manner. <b>K.NS.6</b> Recognize a quantity of up to ten objects in an organized arrangement (subitizing).	Subitizing is suggested here and should be more overly stated. Subitizing is thoughts about in arrangements of objects, which should also be included in the wording of the standard. The following changes are recommended: "... and recognize instantly (subitize) a quantity of up to ten objects in an arrangement."
<i>K.NS.6 Compare two sets of 0-10 objects each using more, less or equal.</i>	<b>K.NS.7</b> Determine whether the number of up to ten objects in one group is more than, less than, or equal to the number of up to ten objects in another group using matching and counting strategies.	For parallel construction to later standards and some additional clarity, reword to "Compare two sets of 0 – 10 objects in each set using more than, less than, or equal to."
<i>K.NS.7 Compare two written numerals up to 10 using more, less or equal.</i>	<b>K.NS.8</b> Compare two written numerals up to 10 using <i>more than, less than</i> or <i>equal to</i> .	For parallel construction to later standards and some additional clarity, reword to "Compare two numbers between 0 – 10 represented as written numerals using more than, less than, or equal to."
<i>K.NS.8 Identify the positions first and last in a line of objects.</i>	<b>K.NS.8</b> Identify first through fifth and last positions in a line of objects.	Deep understanding of numbers 0 – 20 is expected in Kindergarten; consequently, it is recommended that ordinal numbers be consistent with standards elsewhere. As such, ordinal numbers 1 – 20 (first, second, third, fourth, etc), including the last position in a linear arrangement, should be included here.

**KEY CONCEPT: NUMBER SENSE AND BASE TEN**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<i>K.NSBT.1 Compose and decompose numbers from 11-19 separating ten ones from the remaining ones.</i>	<b>K.ATO.3</b> Compose and decompose numbers from 11 – 19 separating ten ones from the remaining ones using objects and drawings.	The inclusion of skip counting by 10s at the K level would allow students to develop the unitizing needed to see 10 as a unit. Proposed K.ATO.3 represents the type of composition and decomposition of numbers needed to later encounter place value concepts. All this to say, the necessary prerequisite skills are either already in the standards, or in the proposed revisions here.

**KEY CONCEPT: ALGEBRAIC THINKING AND OPERATIONS**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<i>K.ATO.1 Model situations that involve addition and subtraction within 10.</i>	<b>K.ATO.1</b> Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, or equations.	Model is vague in the Standards as a whole. While a support/implementation document may clarify, it is also important to ensure those developing tests clearly understand what is meant by models – they will not turn to a support document to determine. Consequently, we propose the following: “Model with manipulatives, pictures, story problems, and numerical representations situations that involve addition and subtraction within 10.”
<i>K.ATO.2 Solve story problems using objects and drawings to find sums up to 10 and differences within 10.</i>	<b>K.ATO.2</b> Solve real-world/story problems using objects and drawings to find sums up to 10 and differences within 10.	The suggested edits to K.ATO.1 eliminate the need for this standard.
<i>K.ATO.3 Compose and decompose numbers up to 10 using objects, drawings, and equations.</i>	<b>K.ATO.3</b> Compose and decompose numbers up to 10 using objects, drawings, and equations.	
<i>K.ATO.4 Create a sum of 10 using objects and drawings when given one of two addends 1-9.</i>	<b>K.ATO.4</b> Create a sum of 10 using objects and drawings when given one of two addends 1-9.	
<i>K.ATO.5 Identify simple repeating patterns.</i>	<b>K.ATO.5</b> Add and subtract fluently within 5.	The term simple is not self-evident. Consider clarifying how many items repeat. It is suggested to include 2 – 4 items.

**KEY CONCEPT: ALGEBRAIC THINKING AND OPERATIONS**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<i>K.ATO.5 Identify simple repeating patterns</i>	<b>K.ATO.6</b> Describe simple repeating patterns using AB, AAB, ABB, and ABC type patterns.	

**KEY CONCEPT: GEOMETRY**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<i>K.G.1 Describe positions of objects by appropriately using terms including below, above, beside, between, inside, outside, in front of, behind.</i>	<b>K.G.1</b> Describe positions of objects by appropriately using terms including <i>below, above, beside, between, inside, outside, in front of, or behind.</i>	Add “next to” to the list of position words.
<i>K.G.2 Identify and name shapes and shapes of objects in everyday situations to include two-dimensional shapes (squares, rectangles, triangles, hexagons, and circles) and three-dimensional shapes (cones, cubes, cylinders, and spheres).</i>	<b>K.G.2</b> Identify and describe a given shape and shapes of objects in everyday situations to include two-dimensional shapes (triangle, square, rectangle, hexagon, and circle) and three-dimensional shapes (cone, cube, cylinder, and sphere).	
<i>K.G.3 Classify shapes as two-dimensional/flat or three-dimensional/solid and explain the reasoning used.</i>	<b>K.G.3</b> Classify shapes as two-dimensional/flat or three-dimensional/solid and explain the reasoning used.	
<i>K.G.4 Analyze and compare two- and three-dimensional shapes of different sizes and orientations using informal language.</i>	<b>K.G.4</b> Analyze and compare two- and three-dimensional shapes of different sizes and orientations using informal language.	
<i>K.G.5 Model two-dimensional shapes using multiple representations.</i>	<b>K.G.5</b> Draw two-dimensional shapes (square, rectangle, triangle, hexagon, and circle) and create models of three-dimensional shapes (cone, cube, cylinder, and sphere).	The vagueness of this standard makes in not measurable. Consider the following wording: “Model shapes in the world from components (e.g. sticks and clay balls) and drawing shapes.”
<i>K.G.6 Combine shapes to form a larger shape.</i>		

**KEY CONCEPT: MEASUREMENT and DATA ANALYSIS**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<i>K.MDA.1 Identify and describe several measurable attributes of an object.</i>	<b>K.MDA.1</b> Identify measurable attributes (length, weight) of an object	Add" ...of an object, such as number of sides, corners,, having sides of equal length."
<i>K.MDA.2 Compare objects based on common measurable attributes.</i>	<b>K.MDA.2</b> Compare objects using terms such as <i>shorter/longer, shorter/taller, and lighter/heavier.</i>	Add" ... measurable attributes, such as sides, corners, having sides of equal length."
<i>K.MDA.3 Sort and classify data into 2 or 3 categories.</i>	<b>K.MDA.3</b> Sort and classify data into 2 or 3 categories with data not to exceed 20 items in each category.	To be consistent with number sense expectations, reword to: "....categories, with data not to exceed 20 items in each category."
<i>K.MDA.4 Represent data using object graphs and picture graphs and draw conclusions from the representations.</i>	<b>K.MDA.4</b> Represent data using object and picture graphs and draw conclusions from the graphs.	To be consistent with number sense expectations, reword to: "....categories, with data not to exceed 20 items in each category."  The EOC review team appreciates the addition of this new standard.

## Comparison of Draft Standards (Oct, 20, 2014) and SBE First Reading (Feb 11, 2015) - Mathematics

### Grade 1

Below is an alignment of the SC Department of Education Writing Team South Carolina College and Career Ready Content Mathematics Standards (SCCCR-M) submitted to the EOC on October 20, 2014 and the South Carolina College and Career Ready Content Mathematics Standards approved by the SC State Board on February 11, 2015. Standards have been grouped by Key Concepts that organize the content into broad categories of related standards. Professional judgment should be used when reviewing and utilizing the comparison.

<b>KEY CONCEPT: NUMBER SENSE AND BASE TEN</b>		
<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>1.NSBT.1 Extend the number sequence to:</i></p> <p><i>a. count to 120, starting at any number within 120;</i></p> <p><i>b. count by 5s and 10s within 100;</i></p> <p><i>c. read, write and represent numbers to 100 using concrete models, standard form, number names, and expanded form.</i></p>	<p><b>1.NSBT.1</b> Extend the number sequence to:</p> <p>a. count forward by ones to 120 starting at any number;</p> <p>b. count by fives and tens to 100, starting at any number;</p> <p>c. read, write and represent numbers to 100 using concrete models, standard form, and equations in expanded form;</p> <p>d. read and write in word form numbers zero through nineteen, and multiples of ten through ninety.</p>	<p>Add to part c: "...number names, expanded form, and in an equation." This change will support development of 1.ATO.7</p>
<p><i>1.NSBT.2 Understand place value within 100 by demonstrating that:</i></p> <p><i>a. ten ones can be thought of as a bundle (group) called a "ten";</i></p> <p><i>b. the tens digit in a two-digit number represents the number of tens;</i></p> <p><i>c. two-digit numbers can be decomposed into tens and ones.</i></p>	<p><b>1.NSBT.2</b> Understand place value through 99 by demonstrating that:</p> <p>a. ten ones can be thought of as a bundle (group) called a "ten";</p> <p>b. the tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones;</p> <p>c. two-digit numbers can be decomposed in a variety of ways (e.g., 52 can be decomposed as 5 tens and 2 ones or 4 tens and 12 ones, etc.) and record the decomposition as an equation.</p>	<p>Add to part c: "...tens and ones in a variety of ways (e.g. 52 = 5 tens and 2 ones = 4 tens and 12 ones, etc)"</p>

**KEY CONCEPT: NUMBER SENSE AND BASE TEN**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p><i>1.NSBT.3 Compare two two-digit numbers based on the meanings of the tens and ones digits, using the words greater than, equal to, or less than.</i></p>	<p><b>1.NSBT.3</b> Compare two two-digit numbers based on the meanings of the tens and ones digits, using the words <i>greater than, equal to, or less than.</i></p>	
<p><i>1.NSBT.4 Add within 100, using place value understanding.</i></p> <ul style="list-style-type: none"> <li><i>a. Add a two-digit number and a one-digit number;</i></li> <li><i>b. Add a two-digit number and a multiple of 10;</i></li> <li><i>c. Understand that in adding two-digit numbers one adds ones and ones, tens and tens, and that sometimes it is necessary to compose a ten.</i></li> </ul>	<p><b>1.NSBT.4</b> Add through 99 using concrete models, drawings, and strategies based on place value to:</p> <ul style="list-style-type: none"> <li>a. add a two-digit number and a one-digit number, understanding that sometimes it is necessary to compose a ten (regroup);</li> <li>b. add a two-digit number and a multiple of 10.</li> </ul>	
<p><i>1.NSBT.5 Determine the number that is 10 more or 10 less than a given number up to 100 and explain the reasoning used.</i></p>	<p><b>1.NSBT.5</b> Determine the number that is 10 more or 10 less than a given number through 99 and explain the reasoning verbally and with multiple representations including concrete models.</p>	<p>Vagueness here results in difficult measurability. Consider adding: "...reasoning used through multiple representations and use of a variety of concrete models."</p>
<p><i>1.NSBT.6 Subtract a multiple of 10 from a larger two-digit number.</i></p>	<p><b>1.NBST.6</b> Subtract a multiple of 10 from a larger multiple of 10, both in the range 10 to 90, using concrete models, drawings, and strategies based on place value.</p>	<p>We recommend stronger language: "Find differences between two numbers in multiples of 10 up to 100 and explain both verbally and in writing the reasoning used."</p>
<p><i>1.NSBT.7 Decompose two-digit numbers in multiple ways and record the decomposition in expanded form and as an equation.</i></p>		<p>Redundant. See 1.NSBT.1c with recommended changes.</p>

**KEY CONCEPT: ALGEBRAIC THINKING AND OPERATIONS**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p>1.ATO.1 Solve story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) within 20.</p>	<p><b>1.ATO.1</b> Solve real-world/story problems <u>using addition</u> (as a joining action and as a part-part-whole action) <u>and subtraction</u> (as a separation action, finding parts of the whole, and as a comparison) through 20 with unknowns in all positions.</p>	<p>The inclusion of direct references to CGI problem types is appreciated. It is also important to note the unknowns in all positions. Consequently, Add: "...within 20 with unknowns in all positions."</p> <p>The support document should include as much of Chapter 2, pp.7 – 12 of <i>Children’s Mathematics: Cognitively Guided Instruction</i> as possible.</p>
<p>1.ATO.2 Solve story problems that include three whole number addends whose sum is less than or equal to 20.</p>	<p><b>1.ATO.2</b> Solve real-world/story problems that include three whole number addends whose sum is less than or equal to 20.</p>	
<p>1.ATO.3 Apply properties of operations to add two or three numbers with a sum up to 20.</p>	<p><b>1.ATO.3</b> Apply Commutative and Associative Properties of Addition to find the sum (through 20) of two or three addends.</p>	<p>Vague. Consider the following rewording to improve mathematical precision: "Apply commutative and associate properties of addition to find the sum of two or three addends with a sum up to 20."</p>
<p>1.ATO.4 Understand subtraction as an unknown addend problem.</p>	<p><b>1.ATO.4</b> Understand subtraction as an unknown addend problem.</p>	
<p>1.ATO.5 Recognize how counting relates to addition and subtraction.</p>	<p><b>1.ATO.5</b> Recognize how counting relates to addition and subtraction.</p>	
<p>1.ATO.6 Add and subtract within 20 and demonstrate fluency with basic addition and related subtraction facts within 10.</p>	<p><b>1.ATO.6</b> Demonstrate  a. addition and subtraction through 20  b. fluency with addition and related subtraction facts through 10</p>	<p>There are two separate standards here that need to be measured independent of one another. That is, I can be fluent with facts within 10 but not be able to add/sub all the way to 20, or vice versa. Thus the two standards are:  (a) Add and subtract within 20  (b) Demonstrate fluency with addition and subtraction facts within 10  The word basic is not needed in the second standard here.</p>

<b>KEY CONCEPT: ALGEBRAIC THINKING AND OPERATIONS</b>		
<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<i>1.ATO.7 Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true.</i>	<b>1.ATO.7</b> Understand the meaning of the equal sign as a relationship between two quantities (sameness) and determine if equations involving addition and subtraction are true.	Needs clarification of which meaning of the equal sign. The following reword will clarify: “Understand the meaning of the equal sign as a relation between two quantities (sameness) and determine if ...”
<i>1.ATO.8 Determine the missing number in addition and subtraction equations.</i>	<b>1.ATO.8</b> Determine the missing number in addition and subtraction equations within 20.	
<i>1.ATO.9 Create and extend simple repeating and growing patterns and explain reasoning used.</i>	<b>1.ATO.9</b> Create, extend and explain using pictures and words for: a. repeating patterns (e.g., AB, AAB, ABB, and ABC type patterns); b. growing patterns (between 2 and 4 terms/figures).	As was the case in Kindergarten, the number of items in the pattern needs to be defined (it is recommended to limit 2 – 4 objects in the pattern (e.g. ABCDABCD). Further is it recommended that the following language be added: “...explain reasoning using pictures and words.”

<b>KEY CONCEPT: GEOMETRY</b>		
<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<i>1.G.1 Distinguish between a two-dimensional shape’s defining and non-defining attributes.</i>	<b>1.G.1</b> Distinguish between a two-dimensional shape’s defining (e.g., number of sides) and non-defining attributes (e.g., color).	Term “non-defining” lacks clarity. Add non-defining examples (e.g. color, orientation, overall size)
<i>1.G.2 Combine shapes to form a larger shape in more than one way.</i>	<b>1.G.2</b> Combine two-dimensional shapes (square, rectangle, triangle, hexagon, rhombus, and trapezoid) or three-dimensional shapes (cube, rectangular prism, cone, and cylinder) in more than one way to form a composite shape.	Lacks clarity and measurability. Consider the following language: <i>Combine two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape in more than one way. (Note: students do not need to learn formal names for shapes)</i>

KEY CONCEPT: GEOMETRY		
Oct 20 Math Standards	Feb 11 Math Standards	Notes
<i>1.G.3 Partition two-dimensional shapes into two or four equal parts.</i>	<b>1.G.3</b> Partition two-dimensional shapes (square, rectangle, circle) into two or four equal parts.	
<i>1.G.4 Identify and describe two-dimensional shapes (rhombus and trapezoid) and three-dimensional shapes (right rectangular prism and right triangular prism).</i>	<b>1.G.4</b> Identify and name two-dimensional shapes (square, rectangle, triangle, hexagon, rhombus, trapezoid, and circle).	The review committee found no compelling reason for students to know the three-dimensional shape terminology at this grade level. Consequently, it is recommend that the standard read: "Identify and describe the two dimensional shapes rhombus and trapezoid."

KEY CONCEPT: MEASUREMENT AND DATA ANALYSIS		
The student will	Feb 11 Math Standards	Notes
<i>1.MDA.1 Order three objects by length using indirect comparison.</i>	<b>1.MDA.1</b> Order three objects by length using indirect comparison.	
<i>1.MDA.2 Use nonstandard physical models to show the length of an object as the number of same size units of length.</i>	<b>1.MDA.2</b> Use nonstandard physical models to show the length of an object as the number of same size units of length with no gaps or overlaps.	Add "...of same size units of length <u>with no gaps or overlaps.</u> "
<i>1.MDA.3 Use analog and digital clocks to tell and record time to the hour and half hour.</i>	<b>1.MDA.3</b> Use analog and digital clocks to tell and record time to the hour and half hour.	
<i>1.MDA.4 Collect, organize, and represent data with up to 3 categories using object graphs, picture graphs, and t-charts or tallies.</i>	<b>1.MDA.4</b> Collect, organize, and represent data with up to 3 categories using object graphs, picture graphs, t-charts and tallies.	While the intent with "t-charts or tallies" may be a combination of the two, the choice of the word "or" leads to measurement ambiguity. That is, students may be asked to construct t-charts <i>or</i> tallies, which mean they need to be taught t-charts <i>and</i> tallies. Further, since students are expected to draw conclusions from bar charts in 1.MDA.5, it is recommended that bar charts be included here. As such, it is recommended that "or" be replaced with "and":

**KEY CONCEPT: MEASUREMENT AND DATA ANALYSIS**

<b>The student will</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
		“...picture graphs, bar charts, t-charts, and tallies.”
<i>1.MDA.5 Draw conclusions from given object graphs, picture graphs, y-charts, tallies, and bar graphs.</i>	<b>1.MDA.5</b> Draw conclusions from given object graphs, picture graphs, t-charts, tallies, and bar graphs.	
<i>1.MDA.6 Identify a penny, nickel, dime and quarter and write the coin values using a ¢ symbol.</i>	<b>1.MDA.6</b> Identify a penny, nickel, dime and quarter and write the coin values using a ¢ symbol.	Excellent new standard to scaffold students into operations with coins in grade 2.

## Comparison of Draft Standards (Oct, 20, 2014) and SBE First Reading (Feb 11, 2015) - Mathematics

### Grade 2

Below is an alignment of the SC Department of Education Writing Team South Carolina College and Career Ready Content Mathematics Standards (SCCCR-M) submitted to the EOC on October 20, 2014 and the South Carolina College and Career Ready Content Mathematics Standards approved by the SC State Board on February 11, 2015. Standards have been grouped by Key Concepts that organize the content into broad categories of related standards. Professional judgment should be used when reviewing and utilizing the comparison.

<b>KEY CONCEPT: NUMBER SENSE AND BASE TEN</b>		
<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>2.NSBT.1 Understand place value within 1,000 by demonstrating that:</i></p> <ul style="list-style-type: none"> <li><i>a. 100 can be thought of as a bundle (group) of ten tens called a “hundred”;</i></li> <li><i>b. the hundreds digit in a three-digit number represents the number of hundreds;</i></li> <li><i>c. three-digit numbers can be decomposed in multiple ways.</i></li> </ul>	<p><b>2.NBST.1</b> Understand place value through 999 by demonstrating that:</p> <ul style="list-style-type: none"> <li>a. 100 can be thought of as a bundle (group) of ten tens called a “hundred”;</li> <li>b. the hundreds digit in a three-digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones;</li> <li>c. three-digit numbers can be decomposed in multiple ways (e.g., 524 can be decomposed as 5 hundreds, 2 tens and 4 ones or 4 hundreds, 12 tens, and 4 ones, etc.)</li> </ul>	<p>Although occurring in earlier grades (b) should also include 10s and 1s as they would likely be thought about collectively. Thus the following wording is recommended:</p> <p><i>“ the hundreds digit in a three-digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones;”</i></p> <p>Part c should include an example similar to the following: 524 = 5 hundreds, 2 tens, and 4 ones = 4 hundreds, 12 tens, and 4 ones.</p>
<p><i>2.NSBT.2 Count within 1000 by 2s, 5s, 10s, and 100s beginning with 0.</i></p>	<p><b>2.NBST.2</b> Count by tens and hundreds to 1,000 starting with any number.</p>	
<p><i>2.NSBT.3 Read, write and represent numbers to 1000 using concrete models, standard form, number names and expanded form.</i></p>	<p><b>2.NBST.3</b> Read, <u>write</u> and represent numbers through 999 using concrete models, standard form, and equations in expanded form.</p>	
<p><i>2.NSBT.4 Compare two three-digit numbers based on the meanings of the hundreds, tens and ones digits, using the symbols &gt;, =, or &lt;.</i></p>	<p><b>2.NBST.4</b> Compare two numbers with up to three digits using words and symbols (i.e., &gt;, =, or &lt;).</p>	

**KEY CONCEPT: NUMBER SENSE AND BASE TEN**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>2.NSBT.5 Add and subtract fluently within 100.</i></p>	<p><b>2.NBST.5</b> Add and subtract fluently through 99 using knowledge of place value and properties of operations.</p>	<p>Fluency is predicated on a strong understanding of place value and number relationships, as such the following wording is suggested:                      “Add and subtract fluently within 100 using knowledge of place value and properties of operations.”</p>
<p><i>2.NSBT.6 Add up to four two-digit numbers using strategies and algorithms based on knowledge of place value and properties of operations.</i></p>	<p><b>2.NBST.6</b> Add up to four two-digit numbers using strategies based on knowledge of place value and properties of operations.</p>	<p>An algorithm (traditional, student invented, etc.) is subsumed in the term “strategies.” Therefore, we recommend removing the word algorithms and leave as simply “strategies.”                      “Add up to four two-digit numbers using strategies based on knowledge of place value and properties of operations.”</p>
<p><i>2.NSBT.7 Add and subtract within 1000, using place value understanding and strategies.</i></p>	<p><b>2.NBST.7</b> Add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value understanding.</p>	<p>As operations are extended to larger place value parts, there is a pattern across grade levels of returning to multiple representations to demonstrate mathematical understanding. The review committee appreciates this construction and would like to see it present in this standard:                      “Add and subtract within 1000 using concrete models, pictures, and symbols which convey strategies connected to place value understanding.”</p>
<p><i>2.NSBT.8 Use relationships to determine the number that is 10 or 100 more or less than a given number up to 900 and explain the reasoning used.</i></p>	<p><b>2.NBST.8</b> Determine the number that is 10 or 100 more or less than a given number through 1,000 and explain the reasoning verbally and in writing.</p>	<p>Clarify wording: “...explain the reasoning used <u>verbally and in writing.</u>”</p>

**KEY CONCEPT: ALGEBRAIC THINKING AND OPERATIONS**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p><i>2.ATO.1 Solve one- and two-step story problems involving addition and subtraction within 100.</i></p>	<p><b>2.ATO.1</b> Solve one- and two-step real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 99 <u>with unknowns in all positions.</u></p>	<p>A similar construction to 1.ATO.1 needs to be included here. Problem types are analogous and equally important in grade 2. Standard would then read: “Solve story problems, including lengths that are given in the same units, using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) within 100 with unknowns in all positions.”</p>
<p><i>2.ATO.2 Demonstrate fluency with basic addition facts and related subtraction facts within 20.</i></p>	<p><b>2.ATO.2</b> Demonstrate fluency with addition and related subtraction facts through 20.</p>	<p>Editorial changes for clarity and conciseness: remove “basic” and first instance of “facts”: “Demonstrate fluency with addition and related subtraction facts within 20.”</p>
<p><i>2.ATO.3 Determine whether a number up to 20 is odd or even using pairings of objects to represent the numbers.</i></p>	<p><b>2.ATO.3</b> Determine whether a number through 20 is odd or even using pairings of objects, counting by twos, or finding two equal addends to represent the number (e.g., <math>3 + 3 = 6</math>).</p>	<p>Suggested pathways are included here (“using pairings of objects”), which the committee appreciates. Further pathways are necessary to included: “Determine whether a number up to 20 is odd or even using pairings of objects, counting by twos, or finding equal addends to represent the numbers.”</p>
<p><i>2.ATO.4 Use addition to find the total number of objects arranged in a rectangular array with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal groups.</i></p>	<p><b>2.ATO.4</b> Use repeated addition to find the total number of objects arranged in a rectangular array with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>	<p>This standard sets the formal pathway to multiplication in grade 3 with an area/array model. The committee views the area/array is a critical model extending into high school. Therefore, it is important to distinguish the area/array model from equal groups, which is a different (and more simplistic) model for multiplication as repeated addition. With this in mind, we suggest replacing “equal groups” with “equal addends”</p>

**KEY CONCEPT: GEOMETRY**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<i>2.G.1 Recognize, build, and sketch two-dimensional shapes (pentagon and octagon) and recognize and build three-dimensional shapes (square pyramid) based on defining attributes (e.g., number of angles, equal length of sides, right angles, closed, number of faces, etc.)</i>	<b>2.G.1</b> Identify triangles, quadrilaterals, hexagons, and cubes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.	<p>The committee could not identify a rationale for the inclusion of the shapes in this standard. In particular, a vertical alignment view found this standard to be misguided in students' future geometric development in grades 3 – 5. In lieu of this standard, the committee recommends the following:</p> <p>“Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. “</p> <p>This standard allows students to begin to informally explore relationships among shapes with a focus on properties. Such opportunities are important as students head into more formal descriptions in grades 3 – 5.</p>
<i>2.G.2 Understand that when partitioning a two-dimensional shape into two, four, or eight equal parts, the parts become smaller as the number of parts increase.</i>	<b>2.G.2</b> Partition a rectangle into rows and columns of same-size squares to form an array and count to find the total number of parts.	<p>Partitioning descriptions are missing in structure of this standard. The committee proposes two standards in place of this one that highlight partitioning a rectangular whole into equal parts (which serves to prepare students for rational number development in grade 3, as well as area/array models for partitive multiplication (and distributive property) in grades 3 and 4. Learning trajectories for rational number development are well understood, and require opportunities for partitioning and iteration in grade 2 prior to more formal development in grade 3. The following standards would then become 2 and 3 in the geometry cluster:</p> <p>2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p>2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the</p>

KEY CONCEPT: GEOMETRY		
Oct 20 Math Standards	Feb 11 Math Standards	Notes
		whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
<i>2.G.3 Identify two-dimensional regular and irregular shapes as polygons and non-polygons.</i>	<b>2.G.3</b> Partition squares, rectangles and circles into two or four equal parts, and describe the parts using the words <i>halves, fourths, a half of, and a fourth of</i> . Understand that when partitioning a square, rectangle or circle into two or four equal parts, the parts become smaller as the number of parts increases.	
	<p><b>Comments/Rationale – Key Concept</b></p> <p>The review committee finds that the Geometry Key Concept needs significant re-visioning due to the specification of geometric figures and the lack of partitioning and iteration, which prepares students for rational number concepts in grade 3. The committee has specified certain actions, which would alleviate conceptual gaps with regards to rationale numbers. It is further recommended that the K-2 writing team consult with the 3-5 writing team to cohesively address categorizations of geometric figures. To the extent possible, the committee recommends the development of standards which focus on classes of shapes and relationships among shapes over identification of discrete shapes.</p>	

**KEY CONCEPT: MEASUREMENT AND DATA ANALYSIS**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>2.MDA.1 Select and use appropriate tools to measure the length of an object.</i></p>	<p><b>2.MDA.1</b> Select and use appropriate tools (e.g., rulers, yardsticks, meter sticks, measuring tapes) to measure the length of an object.</p>	<p>Examples of appropriate tools are needed here. “... appropriate tools (e.g. rulers, yardsticks, meter sticks, measuring tape)”</p> <p>The assumption is that these are standard tools, but the point should be clarified.</p>
<p><i>2.MDA.2 Measure the same object or distance using a standard unit of one length and then a standard unit of a different length and explain how and why the measurements differ.</i></p>	<p><b>2.MDA.2</b> Measure the same object or distance using a standard unit of one length and then a standard unit of a different length and explain verbally and in writing how and why the measurements differ.</p>	<p>To be consistent with language used throughout K-2, change language to “... and explain <u>verbally and in writing</u> how and why the measurements differ.”</p>
<p><i>2.MDA.3 Estimate length/distance in customary units (inch, foot, yard) and metric units (millimeter, centimeter, meter).</i></p>	<p><b>2.MDA.3</b> Estimate and measure length/distance in customary units (inch, foot, yard) and metric units (centimeter, meter).</p>	<p>The review committee recommends the removal of millimeter in grade 2. Millimeters are covered in grade 3 under 3.MDA.4. Further, we question the ability of 2<sup>nd</sup> grade students to use concrete objects to represent such a small linear measurement, thus we suggest delaying this unit of measure.</p>
<p><i>2.MDA.4 Measure to determine how much longer one object is than another, using standard length units.</i></p>	<p><b>2.MDA.4</b> Measure to determine how much longer one object is than another, using standard length units.</p>	
	<p><b>2.MDA.5</b> Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences through 99 on a number line diagram.</p>	<p>The committee feels strongly that the number line is a critical representation for students’ understanding of number. This is supported by a large volume of policy and research documents. Further, grades 3 – 5 make use of the number line to develop critical fraction concepts. Further, standard tools for measurement make use of number line models. As such, the inclusion of the following standard is critical in students’ development:</p> <p>“Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points</p>

**KEY CONCEPT: MEASUREMENT AND DATA ANALYSIS**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
		corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.”
<i>2.MDA.5 Use analog and digital clocks to tell and record time to the nearest five-minute interval using a.m. and p.m.</i>	<b>2.MDA.6</b> Use analog and digital clocks to tell and record time to the nearest five-minute interval using <i>a.m.</i> and <i>p.m.</i>	
<i>2.MDA.6 Solve story problems involving dollar bills using the \$ symbol or involving quarters, dimes, nickels and pennies using the ¢ symbol.</i>	<b>2.MDA.7</b> Solve real-world/story problems involving dollar bills using the \$ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol.	
<i>2.MDA.7 Generate data by measuring objects in whole-unit lengths and organize the data in a line plot using a horizontal scale.</i>	<b>2.MDA.8</b> Generate data by measuring objects in whole-unit lengths and organize the data in a line plot using a horizontal scale marked in whole number units.	The additional standard included in this domain (see above) affords opportunities to make connections to number line representations in specific ways, thus the following additional language is recommended: “... horizontal scale marked in whole number units.”
<i>2.MDA.8 Collect, organize, and represent data with up to four categories using picture graphs and bar graphs with a single-unit scale.</i>	<b>2.MDA.9</b> Collect, organize, and represent data with up to four categories using picture graphs and bar graphs with a single-unit scale.	
<i>2.MDA.9 Draw conclusions and make predictions from data representations.</i>	<b>2.MDA.10</b> Draw conclusions from t-charts, object graphs, picture graphs, and bar graphs.	The committee appreciates the addition of this new standard. Some clarifying language is needed with regards to “make predictions.” Is the language “more likely” “less likely” the sorts of predictions expected? It may be that more information resides in a support document, but it is the committee’s belief that standards themselves should be clear so that measurements of them are equally clear.

## Comparison of Draft Standards (Oct, 20, 2014) and SBE First Reading (Feb 11, 2015) - Mathematics

### Grade 3

Below is an alignment of the SC Department of Education Writing Team South Carolina College and Career Ready Content Mathematics Standards (SCCCR-M) submitted to the EOC on October 20, 2014 and the South Carolina College and Career Ready Content Mathematics Standards approved by the SC State Board on February 11, 2015. Standards have been grouped by Key Concepts that organize the content into broad categories of related standards. Professional judgment should be used when reviewing and utilizing the comparison.

<b>KEY CONCEPT: NUMBER SENSE AND BASE TEN</b>		
<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<i>3.NSB.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</i>	<b>3.NBST.1</b> Use place value understanding to round whole numbers to the nearest 10 or 100.	
<i>3.NSB.2 Add and subtract whole numbers fluently within 1000.</i>	<b>3.NBST.2</b> Add and subtract whole numbers fluently to 1,000 using knowledge of place value and properties of operations.	To parallel grade 2.NSBT.5, please consider: "Add & Subtract fluently within 1000 using knowledge of place value and properties of operations."
<i>3.NSB.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90.</i>	<b>3.NBST.3</b> Multiply one-digit whole numbers by multiples of 10 in the range 10-90, using knowledge of place value and properties of operations.	For consistency to prior grades & to deepen the conceptual understanding, consider: "... the range 10-90, using knowledge of place value and properties of operations."
<i>3.NSB.4 Read and write numbers within 1,000,000 in standard and expanded form.</i>	<b>3.NSBT.4</b> Read and write numbers through 999,999 in standard form and equations in expanded form.	
<i>3.NSB.5 Compare and order numbers within 1,000,000 and represent the comparison using the symbols &gt;, =, or &lt;.</i>	<b>3.NSBT.5</b> Compare and order numbers through 999,999 and represent the comparison using the symbols >, =, or <.	

**KEY CONCEPT: NUMBER SENSE -- FRACTIONS**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p><b>3.NF.1</b> Develop an understanding of fractions as numbers.</p> <p>a. A fraction <math>1/b</math> (called a unit fraction) is the quantity formed by one part when a whole is partitioned into <math>b</math> equal parts;</p> <p>b. A fraction <math>a/b</math> is the quantity formed by <math>a</math> parts of size <math>1/b</math>;</p> <p>c. Represent a fraction on a number line based on counts of a unit fraction.</p>	<p><b>3.NSF.1</b> Develop an understanding of fractions (denominators limited to 2, 3, 4, 6, 8, 10) as numbers.</p> <p>a. A fraction <math>1/b</math> (called a unit fraction) is the quantity formed by one part when a whole is partitioned into <math>b</math> equal parts;</p> <p>b. A fraction <math>a/b</math> is the quantity formed by <math>a</math> parts of size <math>1/b</math>;</p> <p>c. A fraction is a number that can be represented on a number line based on counts of a unit fraction;</p> <p>d. A fraction can be represented using set, area, and linear models.</p>	<p>3.NF.2 requires students to demonstrate understanding fraction equivalence using set, area, &amp; linear models. Perhaps consider:</p> <p>Including “Fraction be represented using set, area, and linear models.” As 3.NF.1.c &amp; then move current “c” to “d”</p>
<p><b>3.NF.2</b> Explain fraction equivalence by demonstrating an understanding that:</p> <p>a. two fractions are equal if they are the same size, based on the same whole, or at the same point on a number line;</p> <p>b. fraction equivalence can be represented using set, area, and linear models;</p> <p>c. whole numbers can be written as fractions (e.g., <math>4 = 4/1</math> and <math>1 = 3/3</math>);</p> <p>d. fractions with the same numerator or same denominator can be compared by reasoning about their size based on the same whole.</p>	<p><b>3.NF.2</b> Explain fraction equivalence (i.e., denominators 2, 3, 4, 6, 8, 10) by demonstrating an understanding that:</p> <p>a. two fractions are equal if they are the same size, based on the same whole, or at the same point on a number line;</p> <p>b. fraction equivalence can be represented using set, area, and linear models;</p> <p>c. whole numbers can be written as fractions (e.g., <math>4 = \frac{4}{1}</math> and <math>1 = \frac{4}{4}</math>);</p> <p>d. fractions with the same numerator or same denominator can be compared by reasoning about their size based on the same whole.</p>	<p>To specify the expected equivalent fractions and to prepare students to encounter 4.NF.1, we recommend the following changes to part b: “<i>fraction equivalence can be represented using set, area, and linear model, limited to the unit fractions <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{2}</math>.</i>”</p>
<p><b>3.NF.3</b> Recognize and represent a mixed number as an equivalent fraction greater than one.</p>	<p>Develop an understanding of mixed numbers (i.e., denominators 2, 3, 4, 6, 8, 10) as iterations of unit fractions on a number line.</p>	<p>The importance of the number line model permeates grade 3. The extension of this model is important to understanding mixed numbers. Operations with mixed numbers in grade 4 are predicated on a strong understanding of 3.NF1.b for numbers beyond 1. Furthermore, the existing standard does not communicate connectedness to the linear model nor the importance of iterating the unit fraction, which are important</p>

**KEY CONCEPT: NUMBER SENSE -- FRACTIONS**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
		developmental concepts. As such, the review committee recommends the following language: <i>“Develop an understanding of mixed numbers as iterations of unit fractions on a number line.”</i>

**KEY CONCEPT: ALGEBRAIC THINKING AND OPERATIONS**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<i>3.ATO.1 Use drawings and symbols to represent multiplication of two single-digit whole numbers and explain the relationship between the factors (0-10) and the product.</i>	<b>3.ATO.1</b> Use concrete objects, drawings and symbols to represent multiplication facts of two single-digit whole numbers and explain the relationship between the factors (0-10) and the product.	3 <sup>rd</sup> grade begins the foundation of multiplication, the review committee recommends the inclusion of the words “concrete objects” written below:  <i>“Use concrete objects, drawings, and symbols to represent multiplication...”</i>
<i>3.ATO.2 Use drawings and symbols to represent division and explain the relationship among the whole-number quotient (0-10), divisor (1-10), and dividend.</i>	<b>3.ATO.2</b> Use concrete objects, drawings and symbols to represent division without remainders and explain the relationship among the whole-number quotient (0-10), divisor (1-10), and dividend.	3 <sup>rd</sup> grade begins the foundation of division, the review committee recommends the inclusion of the words “concrete objects” written below:  <i>“Use concrete objects, drawings, and symbols to represent division...”</i>
<i>3.ATO.3 Solve contextual problems using basic multiplication and related division facts. Represent the problem situation using an equation with a symbol for the unknown.</i>	<b>3.ATO.3</b> Solve real-world problems involving equal groups, area/array, and number line models using basic multiplication and related division facts. Represent the problem situation using an equation with a symbol for the unknown.	To communicate the importance of multiplicative problem structures, the review committee recommends:  <i>“Solve contextual problems Involving equal groups, area/array, and number line models using basic multiplication...”</i>
<i>3.ATO.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is a missing factor, product, dividend, divisor, or quotient.</i>	<b>3.ATO.4</b> Determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is a missing factor, product, dividend, divisor, or quotient.	

**KEY CONCEPT: ALGEBRAIC THINKING AND OPERATIONS**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<i>3.ATO.5 Apply properties of operations as strategies to multiply and divide and explain the reasoning.</i>	<b>3.ATO.5</b> Apply properties of operations (Commutative Property of Multiplication, Associative Property of Multiplication, Distributive Property) as strategies to multiply and divide and explain the reasoning.	Specify the properties to be taught. Specify strategies on how they should be taught.(Commutative, Associative, & distributive).
<i>3.ATO.6 Understand division as a missing factor problem.</i>	<b>3.ATO.6</b> Understand division as a missing factor problem.	
<i>3.ATO.7 Demonstrate fluency with basic multiplication and related division facts within 100.</i>	<b>3.ATO.7</b> Demonstrate fluency with basic multiplication and related division facts of products and dividends through 100.	Of products and dividends within 100.
<i>3.ATO.8 Solve two-step contextual problems using the four operations of addition, subtraction, multiplication and division.</i>	<b>3.ATO.8</b> Solve two-step real-world problems using addition, subtraction, multiplication and division of whole numbers and having whole number answers. Represent these problems using equations with a letter for the unknown quantity.	
<i>3.ATO.9 Identify a rule for an arithmetic pattern.</i>	<b>3.ATO.9</b> Identify a rule for an arithmetic pattern (including patterns in the addition table or multiplication table).	

<b>KEY CONCEPT: GEOMETRY</b>		
<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<i>3.G.1 Understand that shapes in different categories may share attributes but the shared attributes can define a larger category.</i>	<b>3.G.1</b> Understand that shapes in different categories (rhombus, rectangle, square, and other 4-sided shapes) may share attributes (4-sided figures) and the shared attributes can define a larger category (quadrilateral). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	The review committee recommends the following additional language be included in the standard: "Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories."
<i>3.G.2 Partition two-dimensional shapes into equal areas and describe these areas using the same unit fraction.</i>	<b>3.G.2</b> Partition two-dimensional shapes into 2, 3, 4, 6, or 8 parts with equal areas and express the area of each part using the same unit fraction. Recognize that equal parts of identical wholes need not have the same shape.	
<i>3.G.3 Use a right angle as a benchmark to identify and sketch angles (right, acute, obtuse).</i>	<b>3.G.3</b> Use a right angle as a benchmark to identify and sketch acute and obtuse angles.	
<i>3.G.4 Identify a 3-Dimensional shape based on a given two-dimensional net &amp; explain the reasoning.</i>	<b>3.G.4</b> Identify a three-dimensional shape (right rectangular prism, right triangular prism, pyramid) based on a given two-dimensional net and explain the relationship between the shape and the net.	In grade 1, the review committee recommended the omission of right rectangular prism and right triangular prism from standard 1.G.4. The review committee find 3.G.4 to be an appropriate place to specify 3D shapes. Thus, the following language is recommend: "Identify 3D shapes right rectangular prism, right triangular prism, and pyramids based on a given 2D net and explain the relationship between the shape and the net."

**KEY CONCEPT: MEASUREMENT AND DATA ANALYSIS**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p><i>3.MDA.1 Use analog and digital clocks to determine and record time to the nearest minute, using a.m. and p.m.; measure time intervals in minutes; and solve problems involving addition and subtraction of time intervals in minutes.</i></p>	<p><b>3.MDA.1</b> Use analog and digital clocks to determine and record time to the nearest minute, using a.m. and p.m.; measure time intervals in minutes; and solve problems involving addition and subtraction of time intervals within 60 minutes.</p>	<p>Specify type of time intervals. Will students have to say something like 72 minutes have elapsed or would it be within 60 minutes?</p> <p><i>“... subtraction of time intervals within 60 minutes.”</i></p>
<p><i>3.MDA.2 Estimate and measure liquid volumes (capacity) in customary units (cp., pt., qt., gal.) and metric units (ml, L) to the nearest whole unit</i></p>	<p><b>3.MDA.2</b> <u>Estimate</u> and measure liquid volumes (capacity) in customary units (c., pt., qt., gal.) and metric units (mL, L) to the nearest whole unit.</p>	
<p><i>3.MDA.3 Collect, organize, and classify data with multiple categories and draw a scaled picture graph or a scaled bar graph to represent the data.</i></p>	<p><b>3.MDA.3</b> Collect, organize, classify, and interpret data with multiple categories and draw a scaled picture graph and a scaled bar graph to represent the data.</p>	<p>Change the word “or” to the word “and”</p> <p><i>“Collect, organize, classify &amp; interpret data with multiple categories ... picture graph AND a scaled bar graph...”</i></p>
<p><i>3.MDA.4 Generate data by measuring length to the nearest inch, half-inch, foot, yard, millimeter, centimeter, or meter, and organize the data in a line plot using a horizontal scale.</i></p>	<p><b>3.MDA.4</b> Generate data by measuring length to the nearest inch, half-inch and quarter-inch and organize the data in a line plot using a horizontal scale marked off in appropriate units.</p>	
<p><i>3.MDA.5 Understand the concept of area measurement.</i></p> <p><i>a. Recognize area as an attribute of plane figures;</i></p> <p><i>b. Measure area by counting standard unit squares;</i></p> <p><i>c. Determine the area of a rectilinear figure and relate to multiplication and addition.</i></p>	<p><b>3.MDA.5</b> Understand the concept of area measurement.</p> <p>a. Recognize area as an attribute of plane figures;</p> <p>b. Measure area by building arrays and counting standard unit squares;</p> <p>c. Determine the area of a rectilinear polygon and relate to multiplication and addition.</p>	<p>Change “rectilinear” to the word “quadrilateral”</p>
<p><i>3.MDA.6 Determine the perimeter of a polygon (regular and irregular).</i></p>	<p><b>3.MDA.6</b> Solve real-world and mathematical problems involving perimeters of polygons, including</p>	

**KEY CONCEPT: MEASUREMENT AND DATA ANALYSIS**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
	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.	

## Comparison of Draft Standards (Oct, 20, 2014) and SBE First Reading (Feb 11, 2015) - Mathematics

### Grade 4

Below is an alignment of the SC Department of Education Writing Team South Carolina College and Career Ready Content Mathematics Standards (SCCCR-M) submitted to the EOC on October 20, 2014 and the South Carolina College and Career Ready Content Mathematics Standards approved by the SC State Board on February 11, 2015. Standards have been grouped by Key Concepts that organize the content into broad categories of related standards. Professional judgment should be used when reviewing and utilizing the comparison.

<b>KEY CONCEPT: NUMBER SENSE AND BASE TEN</b>		
<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<i>4.NSBT.1 Understand that, in a multi-digit whole number, a digit represents ten times what it would represent in the place to its right.</i>	<b>4.NSBT.1</b> Understand that, in a multi-digit whole number, a digit represents ten times what the same digit represents in the place to its right.	Clarify what “it” is. It should be the “same digit”.
<i>4.NSBT.2 Recognize and use number patterns to read and write in standard form large numbers including billions.</i>	<b>4.NSBT.2</b> Recognize math periods and number patterns within each period to read and write in standard form large numbers through 999,999,999.	To delineate the meaning of patterns, the review committee recommends:  “Recognize math periods & number patterns within each period <i>to read and write in standard form large numbers including billions.</i> ”
<i>4.NSBT.3 Round whole numbers to any given place value.</i>	<b>4.NSBT.3</b> Use rounding as one form of estimation and round whole numbers to any given place value.	Rounding is but one form of estimation. Support document should outline multiple forms of estimation.  The review committee recommends: “Estimate whole numbers to any place value.”
<i>4.NSBT.4 Add and subtract multi-digit whole numbers.</i>	<b>4.NSBT.4</b> Fluently add and subtract multi-digit whole numbers using strategies to include a standard algorithm.	
<i>4.NSBT.5 Multiply up to a four-digit number by a one-digit number and multiply a two-digit number by a two-digit number using strategies based on place value and the properties of operations.</i>	<b>4.NSBT.5</b> Multiply up to a four-digit number by a one-digit number and multiply a two-digit number by a two-digit number using strategies based on	

**KEY CONCEPT: NUMBER SENSE AND BASE TEN**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
	place value and the properties of operations. Illustrate and explain the calculation by using rectangular arrays, area models and/or equations.	
<i>4.NSBT.6 Divide up to a four-digit dividend by a one-digit divisor using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.</i>	<b>4.NSBT.6</b> Divide up to a four-digit dividend by a one-digit divisor using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.	

**KEY CONCEPT: NUMBER SENSE AND OPERATIONS -- FRACTIONS**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<i>4.NF.1 Explain why a fraction, <math>a/b</math>, is equivalent to a fraction, <math>(nxa)/(nxb)</math>, by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</i>	<b>4.NSF.1</b> Explain why a fraction (denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100), $a/b$ , is equivalent to a fraction, $(nxa)/(nxb)$ , by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	
<i>4.NF.2 Compare two given fractions with different numerators and different denominators using a variety of methods, and represent the comparison using the symbols <math>&lt;</math>, <math>&gt;</math>, <math>=</math>.</i>	<b>4.NSF.2</b> Compare two given fractions (denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$ and represent the comparison using the symbols $>$ , $<$ , or $=$ .	

**KEY CONCEPT: NUMBER SENSE AND OPERATIONS -- FRACTIONS**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p><b>4.NF.3</b> Develop an understanding of addition and subtraction of fractions based on unit fractions.</p> <p>a. Compose and decompose a fraction in more than one way, recording each composition and decomposition as an addition or subtraction equation;</p> <p>b. Add and subtract mixed numbers with like denominators, representing the mixed numbers as their equivalent fractions;</p> <p>c. Solve contextual problems involving addition and subtraction of fractions referring to the same whole and having like denominators.</p>	<p><b>4.NSF.3</b> Develop an understanding of addition and subtraction of fractions (denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) based on unit fractions.</p> <p>a. Compose and decompose a fraction in more than one way, recording each composition and decomposition as an addition or subtraction equation;</p> <p>b. Add and subtract mixed numbers with like denominators;</p> <p>c. Solve real-world problems involving addition and subtraction of fractions referring to the same whole and having like denominators.</p>	<p><i>The review committee recommends the deletion of the following language, since this was part of the standard from 3.NF.3</i></p> <p><i>"b. Add and subtract mixed numbers with like denominators. <del>representing the mixed numbers as their equivalent fractions;</del>"</i></p>
<p><b>4.NF.4</b> Apply and extend understanding of multiplication to multiply a whole number by a fraction to solve mathematical and contextual problems.</p>	<p><b>4.NSF.4</b> Apply and extend an understanding of multiplication by multiplying a whole number and a fraction (denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100).</p> <p>a. Understand a fraction <math>a/b</math> as a multiple of <math>1/b</math>.</p> <p>b. Understand a multiple of <math>a/b</math> as a multiple of <math>1/b</math>, and use this understanding to multiply a fraction by a whole number.</p> <p>c. Solve real-world problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.</p>	<p>The standard as written it too vague for teachers and not easily measured. The committee recommends the following language as a – c substandards:</p> <p>a. Understand a fraction <math>a/b</math> as a multiple of <math>1/b</math>. For example, use a visual fraction model to represent <math>5/4</math> as the product <math>5 \times (1/4)</math>, recording the conclusion by the equation <math>5/4 = 5 \times (1/4)</math>.</p> <p>b. Understand a multiple of <math>a/b</math> as a multiple of <math>1/b</math>, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express <math>3 \times (2/5)</math> as <math>6 \times (1/5)</math>, recognizing this product as <math>6/5</math>. (In general, <math>n \times (a/b) = (n \times a)/b</math>.)</p> <p>c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat <math>3/8</math> of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</p>

**KEY CONCEPT: NUMBER SENSE AND OPERATIONS -- FRACTIONS**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<i>4.NF.5 Express a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 and use this technique to add two fractions with respective denominators 10 and 100.</i>	<b>4.NSF.5</b> Express a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 and use this technique to add two fractions with respective denominators of 10 and 100.	
<i>4.NF.6 Write a fraction with a denominator of 10 or 100 using decimal notation and read and write a decimal as a fraction.</i>	<b>4.NSF.6</b> Write a fraction with a denominator of 10 or 100 using decimal notation, and read and write a decimal number as a fraction.	
<i>4.NF.7 Compare and order decimals to hundredths and justify using concrete and visual models.</i>	<b>4.NSF.7</b> Compare and order decimal numbers to hundredths, and justify using concrete and visual models.	

**KEY CONCEPT: ALGEBRAIC THINKING AND OPERATIONS**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<i>4.ATO.1 Interpret a multiplication equation as a comparison. For example, interpret <math>35 = 5 \times 7</math> as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</i>	<b>4.ATO.1</b> Interpret a multiplication equation as a comparison. For example, interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	
<i>4.ATO.2 Solve contextual problems using multiplication (product unknown) and division (group size unknown, number of groups unknown).</i>	<b>4.ATO.2</b> Solve real-world problems using multiplication (product unknown) and division (group size unknown, number of groups unknown).	
<i>4.ATO.3 Solve multi-step contextual problems using the four operations. Represent the</i>	<b>4.ATO.3</b> Solve multi-step real-world problems using the four operations.	

**KEY CONCEPT: ALGEBRAIC THINKING AND OPERATIONS**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<i>problem using an equation with a variable as the unknown quantity.</i>	Represent the problem using an equation with a variable as the unknown quantity.	
<i>4.ATO.4 Recognize that a whole number is a multiple of each of its factors. Find all factors for a whole number in the range 1-100 and determine whether the whole number is prime or composite.</i>	<b>4.ATO.4</b> Recognize that a whole number is a multiple of each of its factors. Find all factors for a whole number in the range 1-100 and determine whether the whole number is prime or composite.	
<i>4.ATO.5 Generate a number or shape pattern that follows a given rule and determine an element that falls later in the sequence</i>	<b>4.ATO.5</b> Generate a number or shape pattern that follows a given rule and determine a term that appears later in the sequence.	

**KEY CONCEPT: GEOMETRY**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<i>4.G.1 Draw points, lines, line segments, rays and angles (right, acute, obtuse). Identify these in two-dimensional figures.</i>	<b>4.G.1</b> Draw points, lines, line segments, rays, angles (right, acute, obtuse), and parallel and perpendicular lines. Identify these in two-dimensional figures.	
<i>4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</i>	<p><b>4.G.2</b> Classify quadrilaterals based on the presence or absence of parallel or perpendicular lines.</p> <p><b>4.G.3</b> Recognize right triangles as a category, and identify right triangles.</p>	<p>The review committee finds this standard to include multiple measureable standards. As such, the review committee recommends the delineation of the standards in the following way:</p> <p>4.G.2 Classify quadrilaterals based on the presence or absence of parallel or perpendicular lines.</p> <p>4.G.3 Recognize right triangles as a category, and identify right triangles.</p>

KEY CONCEPT: GEOMETRY		
Oct 20 Math Standards	Feb 11 Math Standards	Notes
4.G.4 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	4.G.4 Recognize a line of symmetry for a two – dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	The review committee recommends the addition of this standard as symmetry has been omitted in K-5 completely. This is an appropriate point to integrate symmetry as students begin to solidify understandings of 2D shapes.

KEY CONCEPT: MEASUREMENT AND DATA ANALYSIS		
Oct 20 Math Standards	Feb 11 Math Standards	Notes
4.MDA.1 Convert measurements within a single system of measurement, customary (in., ft., yd., oz., lb., Tbsp., cp., pt., qt., gal., sec., min., hr.) or metric (g, kg, mm, cm, m, km, mL, L) from a larger to a smaller unit.	4.MDA.1 Convert measurements within a single system of measurement, customary (in., ft., yd., oz., lb., sec., min., hr.) or metric (cm, m, km, g, kg, mL, L) from a larger to a smaller unit.	
4.MDA.2 Solve contextual problems involving distance, intervals of time, liquid volume, mass, and money using the four operations.	4.MDA.2 Solve real-world problems involving distance/length, intervals of time within 12 hours, liquid volume, mass, and money using the four operations.	
4.MDA.3 Apply the area and perimeter formulas for rectangles.	4.MDA.3 Apply the area and perimeter formulas for rectangles.	
4.MDA.4 Make a line plot to display a data set of measurements in fractions of a unit.	4.MDA.4 Create a line plot to display a data set (generated by measuring length to the nearest quarter-inch and eighth-inch) and interpret the line plot.	To parallel construction to grade 3 and to increase rigor, the committee recommends the following changes:  “Generate and interpret a line plot to display a set of measurements in fractions of a unit.”
4.MDA.5 Measure angles in whole number degrees using a protractor.	4.MDA.5 Understand the relationship of an angle measurement to a circle.	
4.MDA.6 Solve addition and subtraction problems to find unknown angles.	4.MDA.6 Measure and draw angles in whole number degrees using a	This standard is unclear. What types of problems? Is complementary and supplementary included? Sum of the interior angles of a polygon?

**KEY CONCEPT: MEASUREMENT AND DATA ANALYSIS**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
	protractor.	The current state standard 4.MD.7 provides much more clarity.
<i>4.MDA.7 Determine the value of a collection of coins and bills greater than \$1.00.</i>	<b>4.MDA.7</b> Solve addition and subtraction problems to find unknown angles in real-world and mathematical problems.	
<i>4.MDA.7 Determine the value of a collection of coins and bills greater than \$1.00.</i>	<b>4.MDA.8</b> Determine the value of a collection of coins and bills greater than \$1.00.	

## Comparison of Draft Standards (Oct, 20, 2014) and SBE First Reading (Feb 11, 2015) - Mathematics

### Grade 5

Below is an alignment of the SC Department of Education Writing Team South Carolina College and Career Ready Content Mathematics Standards (SCCCR-M) submitted to the EOC on October 20, 2014 and the South Carolina College and Career Ready Content Mathematics Standards approved by the SC State Board on February 11, 2015. Standards have been grouped by Key Concepts that organize the content into broad categories of related standards. Professional judgment should be used when reviewing and utilizing the comparison.

<b>KEY CONCEPT: NUMBER SENSE AND BASE TEN</b>		
<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<i>5.NSBT.1 Understand in a multi-digit whole number, a digit in one place represents 10 times what it represents in the place to its right, and represents 1/10 times what it represents in the place to its left.</i>	<b>5.NSBT.1</b> Understand that, in a multi-digit whole number, a digit in one place represents 10 times what the same digit represents in the place to its right, and represents 1/10 times what the same digit represents in the place to its left.	Clarify what “it” is. It should say the “same digit”.
<i>5.NSBT.2 Write and evaluate numerical expressions involving whole number exponents as a power of 10. a. Understand how the whole number exponents as a power of 10 affects the value of the base; b. Identify the relationship between the exponent and the number of zeros in the product.</i>	<b>5.NSBT.2</b> Using whole number exponents explain: a. patterns in the number of zeroes of the product when multiplying a number by powers of 10; b. patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.	
<i>5.NSBT.3 Read, write and compare decimal numbers to thousandths in standard and expanded form.</i>	<b>5.NSBT.3</b> Read and write decimals in standard and expanded form. <u>Compare</u> two decimal numbers to the thousandths using >, =, or <.	Standard needs clarity – “Read & Write decimals in both forms. Compare decimal numbers to the thousandths.” If the intent was to compare in expanded form, then please clarify in support documents.
<i>5.NSBT.4 Round decimals to any given place value within thousandths.</i>	<b>5.NSBT.4</b> Round decimals to any given place value within thousandths.	
	<b>5.NSBT.5</b> Fluently multiply multi-digit whole numbers using strategies to include a standard algorithm.	Missing standard that needs to be added. Fluency with multiplication NBT.5 MUST be added.

**KEY CONCEPT: NUMBER SENSE AND BASE TEN**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p><i>5.NSBT.5 Divide up to a four-digit dividend by a two-digit divisor, using strategies based on place value, the properties of operations, and the relationship between multiplication and division.</i></p>	<p><b>5.NSBT.6</b> Divide up to a four-digit dividend by a two-digit divisor, using strategies based on place value, the properties of operations, and the relationship between multiplication and division.</p>	
<p><i>5.NSBT.6 Add, subtract, multiply, and divide decimals to hundredths using models or drawings.</i></p>	<p><b>5.NSBT.7</b> Add, subtract, multiply, and divide decimal numbers to hundredths using concrete area models or drawings.</p>	<p>To develop fluency with operations with decimals, the review committee recommends the following changes in language to:                      "...concrete area models and drawings"</p>

**KEY CONCEPT: NUMBER SENSE AND OPERATIONS -- FRACTIONS**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p><i>5.NF.1 Add and subtract fractions with unlike denominators including mixed numbers, using a variety of strategies.</i></p>	<p><b>5.NSF.1</b> Add and subtract fractions with unlike denominators (including mixed numbers) using a variety of models, including the area model and number line.</p>	<p>Change the word "strategies" to the word "models"</p> <p>Include in this standard, something like "using or including visual models, area model, number lines, etc." instead of "using a variety of strategies"</p> <p>Do the strategies matter, if so, they should be specified.</p> <p><i>Add and subtract fractions, <b>represented as areas &amp; lengths</b>, with unlike denominators including mixed numbers, <del>using a variety of strategies</del></i></p>
<p><i>5.NF.2 Solve contextual problems involving addition and subtraction of fractions with unlike denominators.</i></p>	<p><b>5.NSF.2</b> Solve real-world problems involving addition and subtraction of fractions with unlike denominators.</p>	
<p><i>5.NF.3 Understand the relationship between fractions and division of whole numbers by interpreting a fraction as the numerator divided</i></p>	<p><b>5.NSF.3</b> Understand the relationship between fractions and division of whole</p>	

**KEY CONCEPT: NUMBER SENSE AND OPERATIONS -- FRACTIONS**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p><i>by the denominator (<math>a/b = a \div b</math>).</i></p>	<p>numbers by interpreting a fraction as the numerator divided by the denominator  <math>(\frac{a}{b} = a \div b)</math>.</p>	
<p><b>5.NF.4</b> <i>Extend the concept of multiplication to multiply a fraction or whole number by a fraction.</i></p> <ul style="list-style-type: none"> <li><i>a. Interpret multiplication of a fraction by a whole number and a whole number by a fraction and compute the product;</i></li> <li><i>b. Interpret multiplication in which both factors are fractions less than one and compute the product;</i></li> <li><i>c. Recognize the relationship between multiplying fractions and finding the areas of rectangles with fractional side lengths.</i></li> </ul>	<p><b>5.NSF.4</b> <i>Extend the concept of multiplication to multiply a fraction or whole number by a fraction.</i></p> <ul style="list-style-type: none"> <li><i>a. Recognize the relationship between multiplying fractions and finding the areas of rectangles with fractional side lengths.</i></li> <li><i>b. Interpret multiplication of a fraction by a whole number and a whole number by a fraction and compute the product;</i></li> <li><i>c. Interpret multiplication in which both factors are fractions less than one and compute the product</i></li> </ul>	<p>To afford a logical sequencing, please place c. first &amp; let a. &amp; b. follow</p> <p>Since students compute with mixed numbers in grade 4.NF.4 (based upon the recommended revisions), expansion of these concepts to grade 5 would benefit from the following addition to the stem:  “...whole number by a fraction and a mixed number.”</p>
<p><b>5.NF.5</b> <i>Explain the reasonableness of a product when multiplying with fractions.</i></p> <ul style="list-style-type: none"> <li><i>a. Estimate the size of the product based on the size of the two factors;</i></li> <li><i>b. Explain why multiplying a given number by a number greater than 1 (e.g., fractions, mixed numbers, whole numbers) results in a product larger than the given number;</i></li> <li><i>c. Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number;</i></li> <li><i>d. Explain why multiplying the numerator and denominator by the same number has the same effect as multiplying the fraction by 1.</i></li> </ul>	<p><b>5.NSF.5</b> <i>Justify the reasonableness of a product when multiplying with fractions.</i></p> <ul style="list-style-type: none"> <li><i>a. Estimate the size of the product based on the size of the two factors;</i></li> <li><i>b. Explain why multiplying a given number by a number greater than 1 (e.g., improper fractions, mixed numbers, whole numbers) results in a product larger than the given number;</i></li> <li><i>c. Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number;</i></li> <li><i>d. Explain why multiplying the numerator and denominator by the same number has the same effect as multiplying the fraction by 1.</i></li> </ul>	

**KEY CONCEPT: NUMBER SENSE AND OPERATIONS -- FRACTIONS**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<i>5.NF.6 Solve contextual problems involving multiplication of fractions including mixed numbers.</i>	<b>5.NSF.6</b> Solve real-world problems involving multiplication of a fraction by a fraction, improper fraction and a mixed number.	
<i>5.NF.7 Extend the concept of division to divide unit fractions and whole numbers.</i> <i>a. Interpret division of a unit fraction by a non-zero whole number and compute the quotient;</i> <i>b. Interpret division of a whole number by a unit fraction and compute the quotient.</i>	<b>5.NSF.7</b> Extend the concept of division to divide unit fractions and whole numbers by using visual fraction models and equations.  a. Interpret division of a unit fraction by a non-zero whole number and compute the quotient; b. Interpret division of a whole number by a unit fraction and compute the quotient.	To deepen a conceptual understanding of division of fractions, add to the end of the stem: <i>"... by using visual fraction models and equations."</i>
<i>5.NF.8 Solve contextual and mathematical problems involving division of unit fractions and whole numbers by using visual fraction models and equations</i>	<b>5.NSF.8</b> Solve real-world problems involving division of unit fractions and whole numbers by using visual fraction models and equations.	Contextual problems are inherently mathematical. Further, contextual problems insinuate particular modes, making the additional language unnecessary.  <i>Solve contextual <del>and mathematical</del> problems involving division of unit fractions and whole numbers <del>by using visual fraction models and equations.</del></i>

**KEY CONCEPT: ALGEBRAIC THINKING AND OPERATIONS**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<i>5.ATO.1 Write and evaluate numerical expressions involving parentheses.</i>	<b>5.ATO.1</b> Evaluate numerical expressions involving grouping symbols (i.e., parentheses, brackets, braces).	Parentheses serve as one type of grouping symbol. Broader language that includes braces, brackets, and parentheses provides mathematical coherence.  The review committee recommends the following changes: ... involving grouping symbols."
<i>5.ATO.2 Translate verbal phrases into numerical expressions and interpret numerical expressions</i>	<b>5.ATO.2</b> Translate verbal phrases into numerical expressions and interpret	

**KEY CONCEPT: ALGEBRAIC THINKING AND OPERATIONS**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<i>as verbal phrases.</i>	numerical expressions as verbal phrases.	
<p><b>5.ATO.3</b> Investigate the relationship between two numerical patterns.</p> <p>a. Generate two numerical patterns given two rules and organize in tables;</p> <p>b. Translate the two numerical patterns into two sets of ordered pairs;</p> <p>c. Graph the two sets of ordered pairs on the same coordinate plane;</p> <p>d. Identify the relationship between the two numerical patterns.</p>	<p><b>5.ATO.3</b> Investigate the relationship between two <u>numerical</u> patterns.</p> <p>a. <u>Generate</u> two numerical patterns given two rules and organize in tables;</p> <p>b. <u>Translate</u> the two numerical patterns into two sets of ordered pairs;</p> <p>c. Graph the two sets of ordered pairs on the same coordinate plane;</p> <p>d. Identify the relationship between the two numerical patterns.</p>	<p>Although the standard is clearly written, however, the standard is a misinterpretation of the existing state standard. Please change the standard to read as...</p> <p>Generate two numerical patterns using given rules, record them in a table, and graph the corresponding values of the patterns as ordered pairs on the coordinate plane.</p>

**KEY CONCEPT: GEOMETRY**

Oct 20 Math Standards	Group Recommendations	Notes
<p><b>5.G.1</b> Define a coordinate system.</p> <p>a. The x- and y- axes are perpendicular number lines that intersect at 0 (the origin);</p> <p>b. Any point on the coordinate plane can be represented by its coordinates;</p> <p>c. The first number in an ordered pair is the x-coordinate and represents the horizontal distance from the origin;</p> <p>d. The second number in an ordered pair is the y-coordinate and represents the vertical distance from the origin.</p>	<p><b>5.G.1</b> Define a coordinate system.</p> <p>a. The x- and y- axes are perpendicular number lines that intersect at 0 (the origin);</p> <p>b. Any point on the coordinate plane can be represented by its coordinates;</p> <p>c. The first number in an ordered pair is the x-coordinate and represents the horizontal distance from the origin;</p> <p>d. The second number in an ordered pair is the y-coordinate and represents the vertical distance from the origin.</p>	
<p><b>5.G.2</b> Plot and interpret points in the first quadrant of the coordinate plane to represent contextual and mathematical situations.</p>	<p><b>5.G.2</b> Plot and interpret points in the first quadrant of the coordinate plane to represent real-world and mathematical situations.</p>	<p>As contextual situations are mathematical, the review committee recommends the following changes:</p> <p><i>Plot and interpret points in the first quadrant of the coordinate plane to represent contextual &amp; non-contextual mathematical situations.</i></p>

<b>KEY CONCEPT: GEOMETRY</b>		
<b>Oct 20 Math Standards</b>	<b>Group Recommendations</b>	<b>Notes</b>
<i>5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.</i>	<b>5.G.3</b> Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	
<i>5.G.4 Classify two-dimensional figures in a hierarchy based on their attributes.</i>	<b>5.G.4</b> Classify two-dimensional figures in a hierarchy based on their attributes.	

<b>KEY CONCEPT: MEASUREMENT AND DATA ANALYSIS</b>		
<b>Oct 20 Math Standards</b>	<b>Group Recommendations</b>	<b>Notes</b>
<i>5.MDA.1 Convert between measurement units within a given measurement system.</i>	<b>5.MDA.1</b> Convert measurements within a single system of measurement: customary (in., ft., yd., oz., lb., sec., min., hr.) or metric (mm, cm, m, km, g, kg, mL, L) from a larger to a smaller unit and a smaller to a larger unit.	
<i>5.MDA.2 Create a line plot consisting of unit fractions and use operations on fractions to solve problems related to the line plot.</i>	<b>5.MDA.2</b> Create a line plot consisting of unit fractions and use operations on fractions to solve problems related to the line plot.	
<i>5.MDA.3 Understand the concept of volume measurement.</i> <i>a. Recognize volume as an attribute of right rectangular prisms;</i> <i>b. Measure volume by counting standard unit cubes;</i> <i>c. Determine the volume of right rectangular prisms and relate to the operations of multiplication and addition.</i>	<b>5.MDA.3</b> Understand the concept of volume measurement. a. Recognize volume as an attribute of right rectangular prisms; b. Relate volume measurement to the operations of multiplication and addition by packing right rectangular prisms and then counting the layers of standard unit cubes; c. Determine the volume of right rectangular prisms using the formula	

**KEY CONCEPT: MEASUREMENT AND DATA ANALYSIS**

<b>Oct 20 Math Standards</b>	<b>Group Recommendations</b>	<b>Notes</b>
	derived from packing right rectangular prisms and counting the layers of standard unit cubes.	
<i>5.MDA.4 Differentiate among perimeter, area and volume and identify when the application of those concepts are appropriate for a given situation.</i>	<b>5.MDA.4</b> Differentiate among perimeter, area and volume and identify which application is appropriate for a given situation.	

## Comparison of Draft Standards (Oct, 20, 2014) and SBE First Reading (Feb 11, 2015) - Mathematics

### Grade 6

Below is an alignment of the SC Department of Education Writing Team South Carolina College and Career Ready Content Mathematics Standards (SCCCR-M) submitted to the EOC on October 20, 2014 and the South Carolina College and Career Ready Content Mathematics Standards approved by the SC State Board on February 11, 2015. Standards have been grouped by Key Concepts that organize the content into broad categories of related standards. Professional judgment should be used when reviewing and utilizing the comparison.

<b>KEY CONCEPT: THE NUMBER SYSTEM</b>		
<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<i>6.NS.1 Use a variety of procedures to compute and represent quotients of positive rational numbers, including fractions divided by fractions. Include visual models, equations, and real-world situations.</i>	6.NS.1 Compute and represent quotients of positive fractions using a variety of procedures (e.g., visual models, equations, and real-world situations).	Does “real world situations” mean “word problems?” Specify in support document what is meant by “equations” $\frac{a}{b} \div \frac{c}{d} = \frac{ad}{bc}$ and equation for common denominators Include number line models in support document
<i>6.NS.2 Fluently compute the division of multi-digit whole numbers using a standard algorithmic approach.</i>	6.NS.2 Fluently divide multi-digit whole numbers using a standard algorithmic approach.	Like the use of “a standard algorithm”  In support document include multiple algorithmic approaches to division: long division, partial quotients
<i>6.NS.3 Fluently compute the addition, subtraction, multiplication, and division of multi-digit decimal numbers using a standard algorithmic approach.</i>	6.NS.3: Fluently add, subtract, multiply and divide multi-digit decimal numbers using a standard algorithmic approach.	Define “fluently compute” – does it mean, accurate, efficient, flexible?
<i>6.NS.4 Perform computations with two whole numbers. a. Compute the greatest common factor (GCF) within 100. b. Compute the least common multiple (LCM) within 12. c. Express sums of two whole numbers, each within 100, using the distributive property to factor out the GCF of the original addends.</i>	6.NS.4 Find common factors and multiples using two whole numbers. a. Compute the greatest common factor (GCF) of two numbers both less than or equal to 100. b. Compute the least common multiple (LCM) of two numbers both less than or equal to 12. c. Express sums of two whole numbers, each less than or equal to 100, using the distributive property to factor out a common factor of the original addends.	Emphasize whole numbers (no integers). Rewrite part c to include all common factors (distributive property in reverse is a good idea). Example from CC makes this clear: $40 = 30 + 10 = 10(3 + 1) = 5(6 + 2) = 2(15 + 5)$ – support document?

**KEY CONCEPT: THE NUMBER SYSTEM**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p>6.NS.5 <i>Understand that the positive and negative representations of a number are opposites in direction and value. Use these numbers to represent quantities in real-world situations and explain the meaning of zero in each situation.</i></p>	<p>6.NS.5: Understand that the positive and negative representations of a number are opposites in direction and value. Use integers to represent quantities in real-world situations and explain the meaning of zero in each situation.</p>	
<p>6.NS.6 <i>Associate rational numbers with a location on a number line and extend to the coordinate plane.</i></p> <p>a. <i>Understand the concept of opposite numbers, including zero, and their relative locations on the number line.</i></p> <p>b. <i>Understand that the signs of the coordinates in ordered pairs indicate their location on an axis or in a quadrant on the coordinate plane.</i></p> <p>c. <i>Understand that <math>(a,b)</math>, <math>(-a,b)</math>, <math>(a,-b)</math>, and <math>(-a,-b)</math> are reflections of each other on the coordinate plane across one or both axes.</i></p> <p>d. <i>Plot rational numbers on number lines and ordered pairs on coordinate planes.</i></p>	<p>6.NS.6: Extend the understanding of the number line to include all rational numbers and apply this concept to the coordinate plane.</p> <p>a. Understand the concept of opposite numbers, including zero, and their relative locations on the number line.</p> <p>b. Understand that the signs of the coordinates in ordered pairs indicate their location on an axis or in a quadrant on the coordinate plane.</p> <p>c. Recognize when ordered pairs are reflections of each other on the coordinate plane across one axis both axes, or the origin.</p> <p>d. Plot rational numbers on number lines and ordered pairs on coordinate planes.</p>	
<p>6.NS.7 <i>Understand and apply the concepts of comparing, ordering, and absolute value to rational numbers.</i></p> <p>a. <i>Interpret statements using less than (<math>&lt;</math>), greater than (<math>&gt;</math>), and equal to (<math>=</math>) as relative locations on the number line.</i></p> <p>b. <i>Use concepts of equality and inequality to write and explain real-world and mathematical situations.</i></p> <p>c. <i>Use absolute value of a rational number</i></p>	<p>6.NS.7: Understand and apply the concepts of comparing, ordering, and finding absolute value to rational numbers.</p> <p>a. Interpret statements using equal to (<math>=</math>) and not equal to (<math>\neq</math>).</p> <p>b. Interpret statements using less than (<math>&lt;</math>), greater than (<math>&gt;</math>), and equal to (<math>=</math>) as relative locations on the number line.</p>	

**KEY CONCEPT: THE NUMBER SYSTEM**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p><i>to represent real-world situations and understand that absolute value represents a number's distance from zero on the number line.</i></p> <p><i>d. Recognize the difference between comparing absolute values and ordering rational numbers. For negative rational numbers, understand that as the absolute value increases, the value of the negative number decreases.</i></p>	<p>c. Use concepts of equality and inequality to write and to explain real-world and mathematical situations.</p> <p>d. Understand that absolute value represents a number's distance from zero on the number line and use the absolute value of a rational number to represent real-world situations</p> <p>e. Recognize the difference between comparing absolute values and ordering rational numbers. For negative rational numbers, understand that as the absolute value increases, the value of the negative number decreases.</p>	
<p><i>6.NS.8 Extend knowledge of the coordinate plane to solve real-world and mathematical problems.</i></p> <p><i>a. Plot points in all four quadrants.</i></p> <p><i>b. Find the distance between two points when ordered pairs have the same x-coordinates or same y-coordinates.</i></p> <p><i>c. Relate finding the distance between two points in a coordinate plane to absolute value using a number line.</i></p>	<p>6.NS.8 Extend knowledge of the coordinate plane to solve real-world and mathematical problems involving rational numbers.</p> <p>a. Plot points in all four quadrants to represent the problem.</p> <p>b. Find the distance between two points when ordered pairs have the same x-coordinates or same y-coordinates.</p> <p>c. Relate finding the distance between two points in a coordinate plane to absolute value using a number line.</p>	
<p><i>6.NS.9 Translate among multiple representations of rational numbers (fractions, decimal numbers, percentages). Fractions should be limited to those with denominators of 2, 3, 4, 5, 8, and 10.</i></p>	<p>6.NS.9 Investigate and translate among multiple representations of rational numbers (fractions, decimal numbers, percentages). Fractions should be limited to those with denominators of 2, 3, 4, 5, 8, 10, and 100.</p>	<p>Add denominator of 100.</p>

**KEY CONCEPT: THE NUMBER SYSTEM**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
	<p><b>Comments/Rationale – Key Concept</b></p> <p>Consistent verbiage throughout grade 6; verbs investigate, explore, apply, extend, discover are missing from Number System yet they appear in all others. Suggests computation only.</p> <p>Assume there will be a support document so subgroup is making recommendations about information that should appear in that document to further clarify/explain standard.</p>	

**KEY CONCEPT: RATIOS AND PROPORTIONAL RELATIONSHIPS**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p><i>6.RP.1 Interpret the concept of a ratio as the relationship between two quantities including part to part and part to whole.</i></p>	<p>6.RP.1: Interpret the concept of a ratio as the relationship between two quantities, including part to part and part to whole.</p>	
<p><i>6.RP.2 Investigate relationships between ratios and rates.</i></p> <p><i>a. Translate between multiple representations of ratios (a/b, a:b, a to b).</i></p> <p><i>b. Recognize that a rate is a type of ratio involving two different units.</i></p> <p><i>c. Convert from rates to unit rates.</i></p>	<p>6.RP.2 Investigate relationships between ratios and rates.</p> <p>a. Translate between multiple representations of ratios (a/b, a:b, a to b).</p> <p>b. Recognize that a rate is a type of ratio involving two different units.</p> <p>c. Convert from rates to unit rates.</p>	
<p><i>6.RP.3 Apply the concepts of ratios and rates to solve real-world and mathematical problems.</i></p> <p><i>a. Create a table consisting of equivalent ratios and plot the results on the coordinate plane.</i></p> <p><i>b. Use multiple representations including tape diagrams, tables, double number lines, and equations to find missing values of equivalent ratios.</i></p> <p><i>c. Use two tables to compare related ratios.</i></p> <p><i>d. Apply concepts of unit rate to solve</i></p>	<p>6.RP.3 Apply the concepts of ratios and rates to solve real-world and mathematical problems.</p> <p>a. Create a table consisting of equivalent ratios and plot the results on the coordinate plane.</p> <p>b. Use multiple representations, including tape diagrams, tables, double number lines, and equations, to find missing values of equivalent ratios.</p> <p>c. Use two tables to compare related ratios.</p>	<p>Clarification needed for solving one-step dimensional analysis problems.</p> <p>Is conversion of measurement units included here? For example, miles to yards.</p>

**KEY CONCEPT: RATIOS AND PROPORTIONAL RELATIONSHIPS**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p><i>problems including unit pricing and constant speed.</i></p> <p><i>e. Understand that a percentage is a rate per 100 and use this to solve problems involving wholes, parts, and percentages.</i></p> <p><i>f. Use unit rates to solve one-step dimensional analysis problems.</i></p>	<p>d. Apply concepts of unit rate to solve problems, including unit pricing and constant speed.</p> <p>e. Understand that a percentage is a rate per 100 and use this to solve problems involving wholes, parts, and percentages.</p> <p>f. Solve one-step problems involving ratios and unit rates (e.g., dimensional analysis).</p>	

**KEY CONCEPT: EXPRESSIONS, EQUATIONS AND INEQUALITIES**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p><i>6.EE1.1 Write and evaluate numerical expressions involving whole-number exponents.</i></p>	<p>6.EE1.1: Write and evaluate numerical expressions involving whole-number exponents and positive rational number bases using the Order of Operations.</p>	
<p><i>6.EE1.2 Extend the concepts of numerical expressions to algebraic expressions.</i></p> <p><i>a. Translate between verbal phrases involving variables and algebraic expressions.</i></p> <p><i>b. Investigate and identify parts of algebraic expressions using mathematical terminology including term, coefficient, constant, and factor.</i></p> <p><i>c. Evaluate real-world and algebraic expressions for specific values using the Order of Operations.</i></p>	<p>6.EE1.2: Extend the concepts of numerical expressions to algebraic expressions involving positive rational numbers.</p> <p>a. Translate between algebraic expressions and verbal phrases that include variables.</p> <p>b. Investigate and identify parts of algebraic expressions using mathematical terminology, including term, coefficient, constant, and factor.</p> <p>c: Evaluate real-world and algebraic expressions for specific values using the Order of Operations. Grouping symbols</p>	<p>Order of operations – need to know the content limit here (seems like this needs to be added to 7<sup>th</sup> EE1.3 as well to include expressions with fraction bar (vinculum) as a grouping symbol.</p>

**KEY CONCEPT: EXPRESSIONS, EQUATIONS AND INEQUALITIES**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
	should be limited to parentheses, braces, and brackets. Exponents should be limited to whole-numbers.	
<i>6.EE1.3 Apply mathematical properties (e.g., commutative, associative, distributive) to generate equivalent expressions.</i>	6.EE1.3 Apply mathematical properties (e.g., commutative, associative, distributive) to generate equivalent expressions.	
<i>6.EE1.4 Apply mathematical properties (e.g., commutative, associative, distributive) to justify that two expressions are equivalent.</i>	6.EE1.4 Apply mathematical properties (e.g., commutative, associative, distributive) to justify that two expressions are equivalent.	
<i>6.EE1.5 Understand that the solution set for an equation or inequality consists of values that make the equation or inequality true.</i>	6.EE1.5 Understand that if any solutions exist, the solution set for an equation or inequality consists of values that make the equation or inequality true.	Add “if any solutions exist” and “infinitely many solutions”.
<i>6.EE1.6 Write expressions using variables to represent quantities in real-world and mathematical situations. Understand the meaning of the variable in the context of the situation.</i>	6.EE1.6 Write expressions using variables to represent quantities in real-world and mathematical situations. Understand the meaning of the variable in the context of the situation.	
<i>6.EE1.7 Write and solve one-step linear equations in one variable involving nonnegative rational numbers for real-world and mathematical situations.</i>	6.EE1.7 Write and solve one-step linear equations in one variable involving nonnegative rational numbers for real-world and mathematical situations.	
<i>6.EE1.8 Extend knowledge of inequalities used to compare numerical expressions to include algebraic expressions. a. Write an inequality of the form <math>x &gt; c</math> or <math>x &lt; c</math> and graph the solution set on a number line.</i>	6.EE1.8 Extend knowledge of inequalities used to compare numerical expressions to include algebraic expressions in real-world and mathematical situations.	Include $x \geq c$ and $x \leq c$ and $x \neq c$ . Include the commonly used words associated with inequalities: at most, maximum, at least, etc. in support document (helps students makes sense of answer in context of real world situations – can I really purchase 3 .75 shirts for

**KEY CONCEPT: EXPRESSIONS, EQUATIONS AND INEQUALITIES**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<i>b. Recognize that inequalities have infinitely many solutions.</i>	a. Write an inequality of the form $x > c$ or $x < c$ and graph the solution set on a number line. b. Recognize that inequalities have infinitely many solutions.	\$50?)
6.EE.9 Investigate multiple representations of relationships in real-world and mathematical situations. a. Write an equation that models a relationship between independent and dependent variables. b. Analyze the relationship between independent and dependent variables using graphs and tables. c. Relate graphs and tables to equations.	6.EE.9 Investigate multiple representations of relationships in real-world and mathematical situations. a. Write an equation that models a relationship between independent and dependent variables. b. Analyze the relationship between independent and dependent variables using graphs and tables. c. Translate among graphs, tables, and equations.	Replace “relate” with “translate among/between” - as written standard has reduced rigor. In support document suggest ____ determines ____ for conceptualizing independent & dependent variable distinction. ____ depends ____ confusing for many students.

**KEY CONCEPT: GEOMETRY AND MEASUREMENT**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
6.GM.1 Solve real-world and mathematical problems involving area of polygons. a. Compute the area of right triangles by composing two triangles into a rectangle. b. Compute the area of other triangles by composing two triangles into a parallelogram. c. Compute the area of special quadrilaterals and polygons by decomposing these figures into triangles and rectangles.	6.GM.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	Composing two triangles” should be “duplicating the original.”  Clarify what is meant by “other polygons” (regular, irregular) and special quadrilaterals (kite, trapezoid, isosceles trapezoid, rhombus, parallelogram).
6.GM.2 Pack a right rectangular prism (fractional edge lengths) with unit cubes of fractional edge lengths to discover the	6.GM.2 Use visual models (e.g., model by packing) to discover that the formulas	

**KEY CONCEPT: GEOMETRY AND MEASUREMENT**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<i>formulas for volume (<math>V=lwh, V=Bh</math>) are the same for whole or fractional edge lengths. Apply these formulas to solve real-world and mathematical problems.</i>	for the volume of a right rectangular prism ( $V = lwh, V = Bh$ ) are the same for whole or fractional edge lengths. Apply these formulas to solve real-world and mathematical problems.	
<i>6.GM.3 Apply the concepts of polygons and the coordinate plane to real-world and mathematical situations. a. Given coordinates of the vertices, draw a polygon in the coordinate plane. b. Find the length of an edge if the vertices have the same x-coordinates or same y-coordinates.</i>	6.GM.3 Apply the concepts of polygons and the coordinate plane to real-world and mathematical situations. a. Given coordinates of the vertices, draw a polygon in the coordinate plane. b. Find the length of an edge if the vertices have the same x-coordinates or same y-coordinates.	
<i>6.GM.4 Unfold three-dimensional figures into two-dimensional rectangles and triangles (nets) in order to find the surface area and solve real-world and mathematical problems.</i>	6.GM.4 Unfold three-dimensional figures into two-dimensional rectangles and triangles (nets) to find the surface area and to solve real-world and mathematical problems.	

**KEY CONCEPT: DATA ANALYSIS AND STATISTICS**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<i>6.DS.1 Differentiate between statistical questions and non-statistical questions.</i>	6.DS.1 Differentiate between statistical and non-statistical questions.	
<i>6.DS.2 Use center, spread, and shape to describe the distribution of a set of data collected to answer a statistical question.</i>	6.DS.2 Use center (mean, median, mode), spread (range, interquartile range, mean absolute value), and shape (symmetrical, skewed left, skewed right) to describe the distribution of a set of data collected to answer a statistical question.	

**KEY CONCEPT: DATA ANALYSIS AND STATISTICS**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>6.DS.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</i></p>	<p>6.DS.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</p>	
<p><i>6.DS.4 Select and create an appropriate display for numerical data including dot plots, histograms, and box plots.</i></p>	<p>6.DS.4 Select and create an appropriate display for numerical data, including dot plots, histograms, and box plots.</p>	
<p><i>6.DS.5 Describe numerical data sets in relation to their real-world context.</i></p> <ul style="list-style-type: none"> <li><i>a. State the sample size.</i></li> <li><i>b. Describe the qualitative aspects of the data (e.g., how it was measured, units of measurement).</i></li> <li><i>c. Give measures of center (median, mean).</i></li> <li><i>d. Give measures of variability (interquartile range, mean absolute deviation).</i></li> <li><i>e. Describe the overall pattern (shape) of the distribution.</i></li> <li><i>f. Justify the choices for measure of center and measure of variability based on the shape of the distribution.</i></li> <li><i>g. Describe the impact that inserting or deleting a data point has on the measures of center (median, mean) for a data set.</i></li> </ul>	<p>6.DS.5 Describe numerical data sets in relation to their real-world context.</p> <ul style="list-style-type: none"> <li>a. State the sample size.</li> <li>b. Describe the qualitative aspects of the data (e.g., how it was measured, units of measurement).</li> <li>c. Give measures of center (median, mean).</li> <li>d. Find measures of variability (interquartile range, mean absolute deviation) using a number line.</li> <li>e. Describe the overall pattern (shape) of the distribution.</li> <li>f. Justify the choices for measure of center and measure of variability based on the shape of the distribution.</li> <li>g. Describe the impact that inserting or deleting a data point has on the measures of center (median, mean) for a data set.</li> </ul>	

## Comparison of Draft Standards (Oct, 20, 2014) and SBE First Reading (Feb 11, 2015) - Mathematics

### Grade 7

Below is an alignment of the SC Department of Education Writing Team South Carolina College and Career Ready Content Mathematics Standards (SCCCR-M) submitted to the EOC on October 20, 2014 and the South Carolina College and Career Ready Content Mathematics Standards approved by the SC State Board on February 11, 2015. Standards have been grouped by Key Concepts that organize the content into broad categories of related standards. Professional judgment should be used when reviewing and utilizing the comparison.

<b>KEY CONCEPT: THE NUMBER SYSTEM</b>		
<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>7.NS.1 Extend prior knowledge of operations with positive rational numbers to add and subtract all rational numbers and represent the sum or difference on a number line.</i></p> <p><i>a. Understand that the additive inverse of a number is its opposite and their sum is equal to zero.</i></p> <p><i>b. Understand that the sum of two rational numbers <math>(p + q)</math> represents a distance from <math>p</math> on the number line equal to <math> q </math> where the direction is indicated by the sign of <math>q</math>.</i></p> <p><i>c. Translate between the subtraction of rational numbers and addition using the additive inverse, <math>p - q = p + (-q)</math>.</i></p> <p><i>d. Demonstrate that the distance between two rational numbers on the number line is the absolute value of their difference.</i></p> <p><i>e. Apply mathematical properties (e.g., commutative, associative, distributive, or the properties of identity and inverse elements) to add and subtract rational numbers.</i></p>	<p>7.NS.1 Extend prior knowledge of operations with positive rational numbers to add and to subtract all rational numbers and represent the sum or difference on a number line.</p> <p>a. Understand that the additive inverse of a number is its opposite and their sum is equal to zero.</p> <p>b. Understand that the sum of two rational numbers <math>(p + q)</math> represents a distance from <math>p</math> on the number line equal to <math> q </math> where the direction is indicated by the sign of <math>q</math>.</p> <p>c. Translate between the subtraction of rational numbers and addition using the additive inverse, <math>p - q = p + (-q)</math>.</p> <p>d. Demonstrate that the distance between two rational numbers on the number line is the absolute value of their difference.</p> <p>e. Apply mathematical properties (e.g., commutative, associative, distributive, or the properties of identity and inverse elements) to add and subtract rational numbers.</p>	
<p><i>7.NS.2 Extend prior knowledge of operations with positive rational numbers to multiply and divide all rational numbers.</i></p> <p><i>a. Understand that the multiplicative inverse of a number is its reciprocal and their</i></p>	<p>7.NS.2 Extend prior knowledge of operations with positive rational numbers to multiply and to divide all rational numbers.</p> <p>a. Understand that the multiplicative inverse of a number is its reciprocal and their product is equal to one.</p>	

**KEY CONCEPT: THE NUMBER SYSTEM**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p><i>product is equal to one.</i></p> <p><i>b. Understand rules for multiplying signed numbers.</i></p> <p><i>c. Understand rules for dividing signed numbers and that a quotient of integers (with a non-zero divisor) is a rational number.</i></p> <p><i>d. Apply mathematical properties (e.g., commutative, associative, distributive, or the properties of identity and inverse elements) to multiply and divide rational numbers.</i></p> <p><i>e. Understand that some rational numbers can be written as integers and all rational numbers can be written as fractions or decimal numbers that terminate or repeat.</i></p>	<p>b. Understand sign rules for multiplying rational numbers.</p> <p>c. Understand sign rules for dividing rational numbers and that a quotient of integers (with a non-zero divisor) is a rational number.</p> <p>d. Apply mathematical properties (e.g., commutative, associative, distributive, or the properties of identity and inverse elements) to multiply and divide rational numbers.</p> <p>e. Understand that some rational numbers can be written as integers and all rational numbers can be written as fractions or decimal numbers that terminate or repeat.</p>	
<p><i>7.NS.3 Apply the concepts of all four operations with rational numbers to solve real-world and mathematical problems.</i></p>	<p>7.NS.3 Apply the concepts of all four operations with rational numbers to solve real-world and mathematical problems.</p>	
<p><i>7.NS.4 Understand and apply the concepts of comparing and ordering to rational numbers.</i></p> <p><i>a. Interpret statements using less than (&lt;), greater than (&gt;), less than or equal to (<math>\leq</math>), greater than or equal to (<math>\geq</math>) and equal to (=) as relative locations on the number line.</i></p> <p><i>b. Use concepts of equality and inequality to write and explain real-world and mathematical situations.</i></p>	<p>7.NS.4 Understand and apply the concepts of comparing and ordering to rational numbers.</p> <p>a. Interpret statements using less than (&lt;), greater than (&gt;), less than or equal to (<math>\leq</math>), greater than or equal to (<math>\geq</math>), and equal to (=) as relative locations on the number line.</p> <p>b. Use concepts of equality and inequality to write and explain real-world and mathematical situations.</p>	
<p><i>7.NS.5 Translate among multiple representations of rational numbers (fractions, decimal numbers, percentages).</i></p>	<p>7.NS.5 Extend prior knowledge to translate among multiple representations of rational numbers (fractions, decimal numbers, percentages). Exclude the conversion of repeating decimal numbers to fractions.</p>	

**KEY CONCEPT: RATIOS AND PROPORTIONAL RELATIONSHIPS**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p>7.RP.1 Compute unit rates including those involving complex fractions with like or different units.</p>	<p>7.RP.1 Compute unit rates, including those involving complex fractions, with like or different units.</p>	
<p>7.RP.2 Identify and model proportional relationships given multiple representations, including tables, graphs, equations, diagrams, verbal descriptions, and real-world situations.</p> <p>a. Determine when two quantities are in a proportional relationship.</p> <p>b. Recognize or compute the constant of proportionality.</p> <p>c. Understand that the constant of proportionality is the unit rate.</p> <p>d. Use equations to model proportional relationships.</p> <p>e. Investigate the graph of a proportional relationship and explain the meaning of specific points (e.g., origin, unit rate) in the context of the situation.</p> <p>f.</p>	<p>7.RP.2 Identify and model proportional relationships given multiple representations, including tables, graphs, equations, diagrams, verbal descriptions, and real-world situations.</p> <p>a. Determine when two quantities are in a proportional relationship.</p> <p>b. Recognize or compute the constant of proportionality.</p> <p>c. Understand that the constant of proportionality is the unit rate.</p> <p>d. Use equations to model proportional relationships.</p> <p>e. Investigate the graph of a proportional relationship and explain the meaning of specific points (e.g., origin, unit rate) in the context of the situation.</p>	
<p>7.RP.3 Solve real-world and mathematical problems involving ratios and percentages using proportional reasoning (e.g., multi-step dimensional analysis, percent increase/decrease, tax).</p>	<p>7.RP.3 Solve real-world and mathematical problems involving ratios and percentages using proportional reasoning (e.g., multi-step dimensional analysis, percent increase/decrease, tax).</p>	<p>What is meant by multi-step dimensional analysis?            Further clarification – is this what you intend?            Example: If the total cost of a lunch order is proportional to the number of boxes purchased at a constant rate of \$6/box, the relationship between the total cost and the number of boxes ordered can be expressed as  <math>T=6b</math> and <math>T = \frac{\\$6}{box} * b \text{ boxes} = \\$6b</math></p> <p>Or...Total distance traveled is a function of time Driving at 60</p>

**KEY CONCEPT: RATIOS AND PROPORTIONAL RELATIONSHIPS**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
		miles per hour. $D=60t$ and we travel for 5 hours and 15 minutes?

**KEY CONCEPT: EXPRESSIONS, EQUATIONS AND INEQUALITIES**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<i>7.EE.1 Apply mathematical properties (e.g., commutative, associative, distributive) to simplify and factor linear algebraic expressions with rational coefficients.</i>	7.EE.1 Apply mathematical properties (e.g., commutative, associative, distributive) to simplify and to factor linear algebraic expressions with rational coefficients.	
<i>7.EE.2 Recognize that algebraic expressions may have a variety of equivalent forms and determine an appropriate form for a given real-world situation.</i>	7.EE.2 Recognize that algebraic expressions may have a variety of equivalent forms and determine an appropriate form for a given real-world situation.	In support document clarify with examples: <ul style="list-style-type: none"> <li>• <math>a + 0.10a = 1.10a</math> means that “increase by 10%” is the same as “multiply by 1.10”</li> <li>• <math>a - 0.10a = 0.90a</math> means that “decrease by 10%” is the same as “multiply by 0.90”</li> </ul> (Implied but we think this needs to be explicit)
<i>7.EE.3 Use appropriate procedures to efficiently solve multi-step real-world and mathematical problems involving rational numbers. Determine the reasonableness of the solution.</i>	7.EE.3 Extend previous understanding of Order of Operations to solve multi-step real-world and mathematical problems involving rational numbers. Include fraction bars as a grouping symbol.	Add “positive and negative” rational numbers in standard.
<i>7.EE.4 Apply the concepts of linear equations and inequalities in one variable to real-world and mathematical situations.</i> a. Write and fluently solve linear equations of the form $ax + b = c$ and $a(x + b) = c$ . b. Write and solve multi-step linear equations that include the use of the distributive property and combining like terms. c. Write and solve two-step linear inequalities.	7.EE.4 Apply the concepts of linear equations and inequalities in one variable to real-world and mathematical situations. a. Write and fluently solve linear equations of the form $ax + b = c$ and $a(x + b) = c$ where $a$ , $b$ , and $c$ are rational numbers. b. Write and solve multi-step linear equations that include the use of the distributive property and combining like terms. Exclude equations that contain variables on both	

**KEY CONCEPT: EXPRESSIONS, EQUATIONS AND INEQUALITIES**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p><i>Graph the solution set on a number line and interpret its meaning.</i></p> <p>d. <i>Identify and justify the steps for solving multi-step linear equations and two-step linear inequalities.</i></p>	<p>sides.</p> <p>c. Write and solve two-step linear inequalities. Graph the solution set on a number line and interpret its meaning.</p> <p>d. Identify and justify the steps for solving multi-step linear equations and two-step linear inequalities.</p>	
<p>7.EE.5 <i>Understand and apply the laws of exponents to simplify numerical expressions that include whole-number exponents.</i></p>	<p>7.EE.5 Understand and apply the laws of exponents (i.e., product rule, quotient rule, power to a power, product to a power, quotient to a power, zero power property) to simplify numerical expressions that include whole-number exponents.</p>	<p>In standard specify laws of exponents:</p> <ul style="list-style-type: none"> <li>• Product rule</li> <li>• Quotient rule</li> <li>• Power to a power</li> <li>• Product to a power</li> <li>• Quotient to a power</li> </ul>

**KEY CONCEPT: GEROMETRY AND MEASUREMENT**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p>7.GM.1 <i>Determine the scale factor and translate between scale models and actual measurements (e.g., lengths, area) of real-world objects and geometric figures using proportional reasoning.</i></p>	<p>7.GM.1 Determine the scale factor and translate between scale models and actual measurements (e.g., lengths, area) of real-world objects and geometric figures using proportional reasoning.</p>	
<p>7.GM.2 <i>Construct triangles and other geometric figures.</i></p> <p>a. <i>Construct triangles given all measurements of either angles or sides.</i></p> <p>b. <i>Decide if the measurements determine a unique triangle or no triangle.</i></p> <p>c. <i>Construct other geometric figures given specific parameters about angles or sides.</i></p>	<p>7.GM.2 Construct triangles and special quadrilaterals using a variety of tools (e.g., freehand, ruler and protractor, technology).</p> <p>a. Construct triangles given all measurements of either angles or sides.</p> <p>b. Decide if the measurements determine a unique triangle, more than one triangle, or no triangle.</p> <p>c. Construct special quadrilaterals (i.e., kite, trapezoid, isosceles trapezoid, rhombus, parallelogram, rectangle) given specific parameters about angles or sides.</p>	<p>Need to add use of tools (rulers, protractors, others).</p>
<p>7.GM.3 <i>Describe two-dimensional cross-sections of three-dimensional figures, specifically right rectangular prisms and right rectangular pyramids.</i></p>	<p>7.GM.3 Describe two-dimensional cross-sections of three-dimensional figures, specifically right rectangular prisms and right rectangular pyramids.</p>	

**KEY CONCEPT: GEROMETRY AND MEASUREMENT**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p>7.GM.4 Investigate the concept of circles.</p> <p>a. Demonstrate an understanding of the proportional relationships between diameter, radius, and circumference of a circle.</p> <p>b. Know that the constant of proportionality between the circumference and diameter is <math>\pi</math>.</p> <p>c. Explore the relationship between circumference and area using a visual model.</p> <p>d. Use the formulas for circumference and area of circles appropriately to solve real-world and mathematical problems.</p>	<p>7.GM.4 Investigate the concept of circles.</p> <p>a. Demonstrate an understanding of the proportional relationships between diameter, radius, and circumference of a circle.</p> <p>b. Understand that the constant of proportionality between the circumference and diameter is equivalent to <math>\pi</math>.</p> <p>c. Explore the relationship between circumference and area using a visual model.</p> <p>d. Use the formulas for circumference and area of circles appropriately to solve real-world and mathematical problems.</p>	
<p>7.GM.5 Write equations to solve problems involving the relationships between angles formed by intersecting lines including supplementary, complementary, vertical, and adjacent.</p>	<p>7.GM.5 Write equations to solve problems involving the relationships between angles formed by two intersecting lines, including supplementary, complementary, vertical, and adjacent.</p>	
<p>7.GM.6 Apply the concepts of two- and three-dimensional figures to real-world and mathematical situations.</p> <p>a. Understand that the concept of area is applied to two-dimensional figures such as triangles, quadrilaterals, and polygons.</p> <p>b. Understand that the concepts of volume and surface area are applied to three-dimensional figures such as cubes, right rectangular prisms, and right triangular prisms.</p> <p>c. Use the formulas for area, volume, and surface area appropriately.</p>	<p>7.GM.6 Apply the concepts of two- and three-dimensional figures to real-world and mathematical situations.</p> <p>a. Understand that the concept of area is applied to two-dimensional figures such as triangles, quadrilaterals, and polygons.</p> <p>b. Understand that the concepts of volume and surface area are applied to three-dimensional figures such as cubes, right rectangular prisms, and right triangular prisms.</p> <p>c. Decompose cubes, right rectangular prisms, and right triangular prisms into rectangles and triangles to derive the formulas for volume and surface area.</p> <p>d. Use the formulas for area, volume, and surface area appropriately.</p>	<p>Provide examples of a regular and an irregular Polygonal base in 2D to its corresponding prism (for volume, packing/filling and for surface area, covering with net to develop <math>v = Bh</math> and <math>SA = 2B + \text{area of lateral faces}</math>.)</p> <p>As written, we fear teachers will go straight to formulas; visualization of solids &amp; decomposition into component polygons is very important and needs to be developed more from grade 6.</p>

**KEY CONCEPT: DATA ANALYSIS, STATISTICS AND PROBABILITY**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p>7.DSP.1 Investigate concepts of random sampling.</p> <p>a. Understand that a sample is a subset of a population and both possess the same characteristics.</p> <p>b. Differentiate between random and non-random sampling.</p> <p>c. Understand that generalizations from a sample are valid only if the sample is representative of the population.</p> <p>d. Understand that random sampling is used to gather a representative sample and supports valid inferences about the population.</p>	<p>7.DSP.1 Investigate concepts of random sampling.</p> <p>a. Understand that a sample is a subset of a population and both possess the same characteristics.</p> <p>b. Differentiate between random and non-random sampling.</p> <p>c. Understand that generalizations from a sample are valid only if the sample is representative of the population.</p> <p>d. Understand that random sampling is used to gather a representative sample and supports valid inferences about the population.</p>	
<p>7.DSP.2 Draw inferences about a population by collecting multiple random samples of the same size to investigate variability in estimates of the parameter (characteristic of interest).</p>	<p>7.DSP.2 Draw inferences about a population by collecting multiple random samples of the same size to investigate variability in estimates of the characteristic of interest.</p>	
<p>7.DSP.3 Visually compare the centers, spreads, and overlap of two displays of data that are graphed on the same scale.</p>	<p>7.DSP.3 Visually compare the centers, spreads, and overlap of two displays of data (i.e., dot plots, histograms, box plots) that are graphed on the same scale and draw inferences about this data.</p>	<p>Add “and draw inferences about this data”.</p>
<p>7.DSP.4 Compare the numerical measures of center and variability from two random samples to draw inferences about the populations.</p>	<p>7.DSP.4 Compare the numerical measures of center (mean, median, mode) and variability (range, interquartile range, mean absolute deviation) from two random samples to draw inferences about the populations.</p>	<p>Provide examples of types of graphs to compare/consider:</p> <ul style="list-style-type: none"> <li>• Line plots versus box plots</li> <li>• Box plots versus box plots</li> <li>• Box plots versus histograms</li> </ul> <p>Specify measures of center (mean and median) and measures of variability (Mean absolute deviation and interquartile range).</p>

**KEY CONCEPT: DATA ANALYSIS, STATISTICS AND PROBABILITY**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p>7.DSP.5 Investigate the concept of probability of chance events.</p> <ul style="list-style-type: none"> <li>a. Determine probabilities of simple events.</li> <li>b. Understand that probability measures likelihood of a chance event occurring.</li> <li>c. Understand that the probability of a chance event is a number between 0 and 1.</li> <li>d. Understand that a probability closer to 1 indicates a likely chance event.</li> <li>e. Understand that a probability close to <math>\frac{1}{2}</math> indicates that a chance event is neither likely nor unlikely.</li> <li>f. Understand that a probability closer to 0 indicates an unlikely chance event.</li> </ul>	<p>7.DSP.5 Investigate the concept of probability of chance events.</p> <ul style="list-style-type: none"> <li>a. Determine probabilities of simple events.</li> <li>b. Understand that probability measures likelihood of a chance event occurring.</li> <li>c. Understand that the probability of a chance event is a number between 0 and 1.</li> <li>d. Understand that a probability closer to 1 indicates a likely chance event.</li> <li>e. Understand that a probability close to <math>\frac{1}{2}</math> indicates that a chance event is neither likely nor unlikely.</li> <li>f. Understand that a probability closer to 0 indicates an unlikely chance event.</li> </ul>	<p>Emphasize that numerical and graphical summaries should be considered together.</p>
<p>7.DSP.6 Investigate the relationship between theoretical and experimental probabilities.</p> <ul style="list-style-type: none"> <li>a. Predict outcomes using theoretical probability.</li> <li>b. Perform experiments that model theoretical probability.</li> <li>c. Compare theoretical and experimental probabilities.</li> </ul>	<p>7.DSP.6 Investigate the relationship between theoretical and experimental probabilities for simple events.</p> <ul style="list-style-type: none"> <li>a. Determine approximate outcomes using theoretical probability.</li> <li>b. Perform experiments that model theoretical probability.</li> <li>c. Compare theoretical and experimental probabilities.</li> </ul>	<p>“Predict” suggests a result from empirical/experimental probability investigation; consider use of the verb “determine” instead.</p> <p>Add “for simple events.”</p>
<p>7.DSP.7 Apply the concepts of theoretical and experimental probabilities.</p> <ul style="list-style-type: none"> <li>a. Differentiate between uniform and non-uniform probability models (distributions).</li> <li>b. Develop both uniform and non-uniform probability models.</li> <li>c. Perform experiments to test the validity of probability models.</li> </ul>	<p>7.DSP.7 Apply the concepts of theoretical and experimental probabilities for simple events.</p> <ul style="list-style-type: none"> <li>a. Differentiate between uniform and non-uniform probability models (distributions).</li> <li>b. Develop both uniform and non-uniform probability models.</li> <li>c. Perform experiments to test the validity of probability models.</li> </ul>	

**KEY CONCEPT: DATA ANALYSIS, STATISTICS AND PROBABILITY**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>7.DSP.8 Extend the concepts of simple events to investigate compound events.</i></p> <p><i>a. Understand that the probability of a compound event is between 0 and 1.</i></p> <p><i>b. Identify the outcomes in a sample space using organized lists, tables, and tree diagrams.</i></p> <p><i>c. Determine probabilities of compound events using organized lists, tables, and tree diagrams.</i></p> <p><i>d. Design and use simulations to collect data and determine probabilities.</i></p> <p><i>Compare theoretical and experimental probabilities for compound events.</i></p>	<p>8.DSP.8 Extend the concepts of simple events to investigate compound events.</p> <p>a. Understand that the probability of a compound event is between 0 and 1.</p> <p>b. Identify the outcomes in a sample space using organized lists, tables, and tree diagrams.</p> <p>c. Determine probabilities of compound events using organized lists, tables, and tree diagrams.</p> <p>d. Design and use simulations to collect data and determine probabilities.</p> <p>e. Compare theoretical and experimental probabilities for compound events.</p>	<p>Add this to standard as "e."</p> <p>Compare theoretical and experimental Probabilities for compound events.</p>

## Comparison of Draft Standards (Oct, 20, 2014) and SBE First Reading (Feb 11, 2015) - Mathematics

### Grade 8

Below is an alignment of the SC Department of Education Writing Team South Carolina College and Career Ready Content Mathematics Standards (SCCCR-M) submitted to the EOC on October 20, 2014 and the South Carolina College and Career Ready Content Mathematics Standards approved by the SC State Board on February 11, 2015. Standards have been grouped by Key Concepts that organize the content into broad categories of related standards. Professional judgment should be used when reviewing and utilizing the comparison.

<b>KEY CONCEPT: THE NUMBER SYSTEM</b>		
<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>8.NS.1 Explore the real number system and its appropriate usage in real-world situations.</i></p> <p><i>a. Recognize the differences between rational and irrational numbers.</i></p> <p><i>b. Understand that all real numbers have a decimal expansion.</i></p> <p><i>c. Model the hierarchy of the real number system including natural, whole, integer, rational, and irrational numbers.</i></p>	<p>8.NS.1 Explore the real number system and its appropriate usage in real-world situations.</p> <p>a. Recognize the differences between rational and irrational numbers.</p> <p>b. Understand that all real numbers have a decimal expansion.</p> <p>c. Model the hierarchy of the real number system, including natural, whole, integer, rational, and irrational numbers.</p>	
<p><i>8.NS.2 Estimate and compare the value of irrational numbers by plotting them on a number line.</i></p>	<p>8.NS.2 Estimate and compare the value of irrational numbers by plotting them on a number line.</p>	
<p><i>8.NS.3 Translate among multiple representations of rational numbers (fractions, decimal numbers, percentages). Extend to include the conversion of repeating decimal numbers to fractions.</i></p>	<p>8.NS.3 Extend prior knowledge to translate among multiple representations of rational numbers (fractions, decimal numbers, percentages). Include the conversion of repeating decimal numbers to fractions.</p>	

**KEY CONCEPT: FUNCTIONS**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p>8.F.1 Understand the definition of a function.</p> <p>a. Relate inputs (<math>x</math>) and outputs (<math>y</math>) to independent and dependent variables.</p> <p>b. Recognize that a function has multiple representations including mappings, tables, graphs, equations, and verbal descriptions.</p> <p>c. Graph a function from a table of values. Understand that the graph and table both represent a set of ordered pairs of that function.</p>	<p>8.F.1 Explore the concept of functions.</p> <p>a. Understand that a function assigns to each input exactly one output.</p> <p>b. Relate inputs (<math>x</math>-values or domain) and outputs (<math>y</math>-values or range) to independent and dependent variables.</p> <p>c. Translate among the multiple representations of a function, including mappings, tables, graphs, equations, and verbal descriptions.</p> <p>d. Determine if a relation is a function using multiple representations, including mappings, tables, graphs, equations, and verbal descriptions.</p> <p>e. Graph a function from a table of values. Understand that the graph and table both represent a set of ordered pairs of that function.</p>	<p><b>Add</b> back to standard:                      “understand that a function assigns to each input exactly one output”</p>
<p>8.F.2 Compare two functions using multiple representations including tables, graphs, equations, and verbal descriptions in order to draw conclusions.</p>	<p>8.F.2 Compare multiple representations of two functions, including mappings, tables, graphs, equations, and verbal descriptions, in order to draw conclusions.</p>	
<p>8.F.3 Investigate the differences between linear and nonlinear functions.</p> <p>a. Define an equation in slope-intercept form (<math>y = mx + b</math>) as being a linear function.</p> <p>b. Recognize that the graph of a linear function has a constant rate of change.</p> <p>c. Provide examples of nonlinear functions.</p>	<p>8.F.3 Investigate the differences between linear and nonlinear functions using multiple representations (i.e. tables, graphs, equations, and verbal descriptions).</p> <p>a. Define an equation in slope-intercept form (<math>y = mx + b</math>) as being a linear function.</p> <p>b. Recognize that the graph of a linear function has a constant rate of change.</p> <p>c. Provide examples of nonlinear functions.</p>	<p><b>Add</b> to standard:                      Using multiple representations (tables, graphs, equations, and verbal descriptions).</p>

**KEY CONCEPT: FUNCTIONS**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p>8.F.4 Apply the concepts of linear functions to real-world and mathematical situations.</p> <p>a. Understand that slope is the constant rate of change and the y-intercept is the point where <math>x = 0</math>.</p> <p>b. Determine the slope and y-intercept of a linear function given multiple representations including two points, tables, graphs, equations, and verbal descriptions.</p> <p>c. Construct a function that models a linear relationship between two quantities.</p> <p>d. Interpret the meaning of the slope and y-intercept of a linear function.</p>	<p>8.F.4 Apply the concepts of linear functions to real-world and mathematical situations.</p> <p>a. Understand that the slope is the constant rate of change and the y-intercept is the point where <math>x = 0</math>.</p> <p>b. Determine the slope and the y-intercept of a linear function given multiple representations, including two points, tables, graphs, equations, and verbal descriptions.</p> <p>c. Construct a function in slope-intercept form that models a linear relationship between two quantities.</p> <p>d. Interpret the meaning of the slope and the y-intercept of a linear function in the context of the situation.</p> <p>e. Explore the relationship between linear functions and arithmetic sequences.</p>	
<p>8.F.5 Apply the concepts of linear and non-linear functions to graphs.</p> <p>a. Analyze and describe attributes of graphs of functions (e.g., increasing/decreasing, linear/nonlinear).</p> <p>b. Sketch the graph of a function from a verbal description.</p>	<p>8.F.5 Apply the concepts of linear and nonlinear functions to graphs in real-world and mathematical situations.</p> <p>a. Analyze and describe attributes of graphs of functions (e.g., constant, increasing/decreasing, linear/nonlinear, maximum/minimum, discrete/continuous).</p> <p>b. Sketch the graph of a function from a verbal description.</p> <p>c. Write a verbal description from the graph of a function with and without scales.</p>	<p><b>Add to standard:</b></p> <p>c. Write a verbal description from the graph of a function with and without scales.</p> <p><b>Add to standard:</b></p> <ul style="list-style-type: none"> <li>• Constant</li> <li>• Increasing and decreasing</li> <li>• Maximum</li> <li>• Minimum</li> <li>• Extrema</li> </ul> <p><b>Please address</b> in 8.F.5 (needed to truly understand/describe many real-world situations and interpret solutions contextually)</p> <ul style="list-style-type: none"> <li>• Discrete</li> </ul>

KEY CONCEPT: FUNCTIONS		
Oct 20 Math Standards	Feb 11 Math Standards	Notes
		<ul style="list-style-type: none"> <li>• Continuous</li> </ul>

KEY CONCEPT: EXPRESSIONS, EQUATIONS AND INEQUALITIES		
Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p>8.EE.1 Understand and apply the laws of exponents to simplify numerical expressions that include integer exponents.</p>	<p>8.EE.1 Understand and apply the laws of exponents (i.e. product rule, quotient rule, power to a power, product to a power, quotient to a power, zero power property, negative exponents) to simplify numerical expressions that include integer exponents.</p>	<p><b>Specify</b> laws of exponents in standard:</p> $a^0 = 1$ $a^{-n} = \frac{1}{a^n}$ <p><b>Revisit</b> order of operations and exponents?</p>
<p>8.EE.2 Investigate concepts of square and cube roots.</p> <p>a. Find the exact and approximate solutions to equations of the form <math>x^2 = p</math> and <math>x^3 = p</math> where <math>p</math> is a positive rational number.</p> <p>b. Evaluate square roots of perfect squares.</p> <p>c. Evaluate cube roots of perfect cubes.</p> <p>d. Recognize that square roots of non-perfect squares are irrational.</p>	<p>8.EE.2 Investigate concepts of square and cube roots.</p> <p>a. Find the exact and approximate solutions to equations of the form <math>x^2 = p</math> and <math>x^3 = p</math> where <math>p</math> is a positive rational number.</p> <p>b. Evaluate square roots of perfect squares.</p> <p>c. Evaluate cube roots of perfect cubes.</p> <p>d. Recognize that square roots of non-perfect squares are irrational.</p>	<p><b>Add</b> “approximate” square roots.</p>
<p>8.EE.3 Explore the relationship between quantities in decimal and scientific notation.</p> <p>a. Express very large and very small quantities in scientific notation in the form <math>a \times 10^b = p</math> where <math>a</math> is a single digit and <math>b</math> is an integer.</p> <p>b. Translate between decimal notation and scientific notation.</p> <p>c. Estimate and compare the relative size of two quantities in scientific notation.</p>	<p>8.EE.3 Explore the relationship between quantities in decimal and scientific notation.</p> <p>a. Express very large and very small quantities in scientific notation in the form <math>a \times 10^b = p</math> where <math>1 \leq a &lt; 10</math> and <math>b</math> is an integer.</p> <p>b. Translate between decimal notation and scientific notation.</p> <p>c. Estimate and compare the relative size</p>	

**KEY CONCEPT: EXPRESSIONS, EQUATIONS AND INEQUALITIES**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p><i>8.EE.4 Apply the concepts of decimal and scientific notation to solve real-world and mathematical problems.</i></p> <ul style="list-style-type: none"> <li><i>a. Perform operations using numbers expressed in scientific notation. Include problems using both decimal and scientific notation.</i></li> <li><i>b. Select appropriate units of measure when representing answers in scientific notation.</i></li> <li><i>c. Translate how different technological devices display numbers in scientific notation.</i></li> </ul>	<p>of two quantities in scientific notation.</p> <p>8.EEE.4 Apply the concepts of decimal and scientific notation to solve real-world and mathematical problems.</p> <ul style="list-style-type: none"> <li>a. Multiply and divide numbers expressed in both decimal and scientific notation.</li> <li>b. Select appropriate units of measure when representing answers in scientific notation.</li> <li>c. Translate how different technological devices display numbers in scientific notation.</li> </ul>	<p>Is this a standard? Test eligible? Or is this a strategy to be cited in support document (provide examples of scientific notation depicted in a spreadsheet as well as a handheld device)</p>
<p><i>8.EE.5 Apply concepts of proportional relationships to real-world and mathematical situations.</i></p> <ul style="list-style-type: none"> <li><i>a. Graph proportional relationships.</i></li> <li><i>b. Interpret unit rate as the slope of the graph.</i></li> <li><i>c. Compare two different proportional relationships given multiple representations including tables, graphs, equations, diagrams, and verbal descriptions.</i></li> </ul>	<p>8.EEE.5 Apply concepts of proportional relationships to real-world and mathematical situations.</p> <ul style="list-style-type: none"> <li>a. Graph proportional relationships.</li> <li>b. Interpret unit rate as the slope of the graph.</li> <li>c. Compare two different proportional relationships given multiple representations, including tables, graphs, equations, diagrams, and verbal descriptions, and verbal descriptions.</li> </ul>	
<p><i>8.EE.6 Apply concepts of slope and y-intercept to graphs, equations, and proportional relationships.</i></p> <ul style="list-style-type: none"> <li><i>a. Explain why the slope, <math>m</math>, is the same between any two distinct points on a non-vertical line using similar triangles.</i></li> <li><i>b. Derive the slope-intercept form (<math>y = mx + b</math>) for a non-vertical line.</i></li> <li><i>c. Relate equations for proportional relationships (<math>y = kx</math>) with the slope-intercept form (<math>y = mx + b</math>) where <math>b = 0</math>.</i></li> </ul>	<p>8.EEE.6 Apply concepts of slope and y-intercept to graphs, equations, and proportional relationships.</p> <ul style="list-style-type: none"> <li>a. Explain why the slope, <math>m</math>, is the same between any two distinct points on a non-vertical line using similar triangles.</li> <li>b. Derive the slope-intercept form (<math>y = mx + b</math>) for a non-vertical line.</li> <li>c. Relate equations for proportional relationships (<math>y = kx</math>) with the slope-</li> </ul>	

**KEY CONCEPT: EXPRESSIONS, EQUATIONS AND INEQUALITIES**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
	intercept form ( $y = mx + b$ ) where $b = 0$ .	
<p><i>8.EE1.7 Extend concepts of linear equations and inequalities in one variable to more complex multi-step equations and inequalities in real-world and mathematical situations.</i></p> <p><i>a. Solve linear equations and inequalities that include the use of the distributive property, combining like terms, and variables on both sides.</i></p> <p><i>b. Recognize the three types of solutions to linear equations: one solution (<math>x = a</math>), infinitely many solutions (<math>a = a</math>), or no solutions (<math>a = b</math>).</i></p> <p><i>c. Generate linear equations with the three types of solutions.</i></p> <p><i>d. Justify why linear equations have a specific type of solution.</i></p>	<p>8.EEE.7 Extend concepts of linear equations and inequalities in one variable to more complex multi-step equations and inequalities in real-world and mathematical situations.</p> <p>a. Solve linear equations and inequalities with rational number coefficients that include the use of the distributive property, combining like terms, and variables on both sides.</p> <p>b. Recognize the three types of solutions to linear equations: one solution (<math>x = a</math>), infinitely many solutions (<math>a = a</math>), or no solutions (<math>a = b</math>).</p> <p>c. Generate linear equations with the three types of solutions.</p> <p>d. Justify why linear equations have a specific type of solution.</p>	<p><b>Add</b> to standard:</p> <ul style="list-style-type: none"> <li>rational number coefficients</li> </ul>
<p><i>8.EE1.8 Investigate and solve real-world and mathematical problems involving systems of linear equations in two variables with integer coefficients.</i></p> <p><i>a. Graph systems of linear equations and estimate their point of intersection.</i></p> <p><i>b. Understand why a solution to a system of linear equations is represented on a graph as the point of intersection of the two lines.</i></p> <p><i>b. Solve systems of linear equations algebraically, including methods of substitution and elimination, or through inspection.</i></p>	<p>8.EE1.8 Investigate and solve real-world and mathematical problems involving systems of linear equations in two variables with integer coefficients and solutions.</p> <p>a. Graph systems of linear equations and estimate their point of intersection.</p> <p>b. Understand and verify that a solution to a system of linear equations is represented on a graph as the point of intersection of the two lines.</p> <p>C. Solve systems of linear equations algebraically, including methods of substitution and elimination, or</p>	<p><b>Add</b> to standard:</p> <ul style="list-style-type: none"> <li>“Understand and verify”</li> <li>Understand that systems of linear equations can have one solution, no solution, or infinitely many solutions.</li> </ul>

**KEY CONCEPT: EXPRESSIONS, EQUATIONS AND INEQUALITIES**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
	through inspection. d. Understand that systems of linear equations can have one solution, no solution, or infinitely many solutions.	

**KEY CONCEPT: GEOMETRY AND MEASUREMENT**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p><i>8.GM.1 Investigate the properties of rigid transformations (rotations, reflections, translations).</i></p> <p>a. <i>Verify that lines are mapped to lines, including parallel lines.</i></p> <p>b. <i>Verify that corresponding angles are congruent</i></p> <p>c. <i>Verify that corresponding line segments are congruent.</i></p>	<p>8.GM.1 Investigate the properties of rigid transformations (rotations, reflections, translations) using a variety of tools (e.g., grid paper, reflective devices, graphing paper, technology).</p> <p>a. Verify that lines are mapped to lines, including parallel lines.</p> <p>b. Verify that corresponding angles are congruent.</p> <p>c. Verify that corresponding line segments are congruent.</p>	<p><b>Add</b> to standard (or support document): “Use a variety of tools – grid paper, reflective devices, graphing calculator, dynamic software, etc.”</p>
<p><i>8.GM.2 Apply the properties of rigid transformations (rotations, reflections, translations).</i></p> <p>a. <i>Recognize that two-dimensional figures are only congruent if a series of rigid transformations can be performed to map the pre-image to the image.</i></p> <p>b. <i>Given two congruent figures, describe the series of rigid transformations that justifies this congruence.</i></p>	<p>8.GM.2 Apply the properties of rigid transformations (rotations, reflections, translations).</p> <p>a. Rotate geometric figures 90, 180, and 270 degrees, both clockwise and counterclockwise, about the origin.</p> <p>b. Reflect geometric figures with respect to the <math>x</math>-axis and/or <math>y</math>-axis.</p> <p>c. Translate geometric figures vertically and/or horizontally.</p> <p>d. Recognize that two-dimensional figures are only congruent if a series of rigid transformations can be performed to map the pre-image to the image.</p>	<p>Be more <b>specific</b> in standard:</p> <ul style="list-style-type: none"> <li>• Horizontal, vertical and diagonal translations <math>\langle x, y \rangle</math></li> <li>• Reflect with respect to <math>x</math>-axis, to <math>y</math>-axis, and line <math>y = x</math></li> <li>• Rotate 90, 180 and 270 degrees (clockwise and counterclockwise) about the origin</li> </ul>

**KEY CONCEPT: GEOMETRY AND MEASUREMENT**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
	e. Given two congruent figures, describe the series of rigid transformations that justifies this congruence.	
<p><i>8.GM.3 Use coordinate geometry to describe the effect of transformations (rotations, reflections, translations, dilations) on two-dimensional figures.</i></p>	<p>8.GM.3 Investigate the properties of transformations (rotations, reflections, translations, dilations) using a variety of tools (e.g., grid paper, reflective devices, graphing paper, dynamic software).</p> <p>a. Use coordinate geometry to describe the effect of transformations on two-dimensional figures.</p> <p>b. Relate scale drawings to dilations of geometric figures.</p>	<p><b>Write</b> a separate standard for dilations; it seems to get lost in this list and it will be the first time this is examined.</p> <p>Relate scale factor in scale drawings to dilation factor.</p>
<p><i>8.GM.4 Apply the properties of transformations (rotations, reflections, translations, dilations).</i></p> <p>a. <i>Recognize that two-dimensional figures are only similar if a series of transformations can be performed to map the pre-image to the image.</i></p> <p>b. <i>Given two similar figures, describe the series of transformations that justifies this similarity.</i></p>	<p>8.GM.4 Apply the properties of transformations (rotations, reflections, translations, dilations).</p> <p>a. Dilate geometric figures using scale factors that are positive rational numbers.</p> <p>b. Recognize that two-dimensional figures are only similar if a series of transformations can be performed to map the pre-image to the image.</p> <p>c. Given two similar figures, describe the series of transformations that justifies this similarity.</p> <p>d. Use proportional reasoning to find the missing side lengths of two similar figures.</p>	<p>In support document, provide example(s). Illustrate that there may be more than one way to map a pre-image to its image.</p>
<p><i>8.GM.5 Extend previous knowledge of angles to properties of triangles, similar figures, and parallel lines cut by a transversal. Discover that</i></p>	<p>8.GM.5 Extend and apply previous knowledge of angles to properties of triangles, similar figures, and parallel</p>	<p>“...and apply.”</p>

**KEY CONCEPT: GEOMETRY AND MEASUREMENT**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p><i>the three angles in a triangle sum to 180 degrees.</i></p> <p>a. <i>Discover the relationship between interior and exterior angles of a triangle.</i></p> <p>b. <i>Identify congruent and supplementary pairs of angles when two parallel lines are cut by a transversal.</i></p> <p>c. <i>Recognize that two similar figures have congruent corresponding angles.</i></p>	<p>lines cut by a transversal.</p> <p>a. Discover that the sum of the three angles in a triangle is 180 degrees.</p> <p>b. Discover and use the relationship between interior and exterior angles of a triangle.</p> <p>c. Identify congruent and supplementary pairs of angles when two parallel lines are cut by a transversal.</p> <p>d. Recognize that two similar figures have congruent corresponding angles.</p>	
<p><i>8.GM.6 Use models to demonstrate a proof of the Pythagorean Theorem and its converse.</i></p>	<p>8.GM.6 Use models to demonstrate a proof of the Pythagorean Theorem and its converse.</p>	
<p><i>8.GM.7 Apply the Pythagorean Theorem to model and solve real-world and mathematical problems in two and three dimensions involving right triangles.</i></p>	<p>8.GM.7 Apply the Pythagorean Theorem to model and solve real-world and mathematical problems in two and three dimensions involving right triangles.</p>	
<p><i>8.GM.8 Find the distance between any two points in the coordinate plane using the Pythagorean Theorem.</i></p>	<p>8.GM.8 Find the distance between any two points in the coordinate plane using the Pythagorean Theorem.</p>	
<p><i>8.GM.9 Solve real-world and mathematical problems involving volumes of cones, cylinders, and spheres and the surface area of cylinders.</i></p>	<p>8.GM.9 Solve real-world and mathematical problems involving volumes of cones, cylinders, and spheres and the surface area of cylinders.</p>	

**KEY CONCEPT: DATA ANALYSIS, STATISTICS AND PROBABILITY**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p>8.DSP.1 Investigate bivariate data.</p> <ul style="list-style-type: none"> <li>a. Collect bivariate data.</li> <li>b. Graph the bivariate data on a scatter plot.</li> <li>c. Describe patterns observed on a scatter plot including clustering, outliers, and association including positive, negative, or no correlation and linear or non-linear.</li> </ul>	<p>8.DSP.1 Investigate bivariate data.</p> <ul style="list-style-type: none"> <li>a. Collect bivariate data.</li> <li>b. Graph the bivariate data on a scatter plot.</li> <li>c. Describe patterns observed on a scatter plot, including clustering, outliers, and association (positive, negative, no correlation, linear, nonlinear).</li> </ul>	
<p>8.DSP.2 Draw an approximate line of best fit on a scatter plot that appears to have a linear association and informally assess the fit of the line to the data points.</p>	<p>8.DSP.2 Draw an approximate line of best fit on a scatter plot that appears to have a linear association and informally assess the fit of the line to the data points.</p>	
<p>8.DSP.3 Apply concepts of an approximate line of best fit in real-world situations.</p> <ul style="list-style-type: none"> <li>a. Find an approximate equation for the line of best fit.</li> <li>b. Interpret the slope and intercept.</li> <li>c. Solve problems using the equation.</li> </ul>	<p>8.DSP.3 Apply concepts of an approximate line of best fit in real-world situations.</p> <ul style="list-style-type: none"> <li>a. Find an approximate equation for the line of best fit using two appropriate data points.</li> <li>b. Interpret the slope and intercept.</li> <li>c. Solve problems using the equation.</li> </ul>	
<p>8.DSP.4 Investigate bivariate categorical data in two-way tables.</p> <ul style="list-style-type: none"> <li>a. Organize bivariate categorical data in a two-way table.</li> <li>b. Interpret data in two-way tables using relative frequencies.</li> <li>c. Explore patterns of possible association between the two categorical variables.</li> </ul>	<p>8.DSP.4 Investigate bivariate categorical data in two-way tables.</p> <ul style="list-style-type: none"> <li>a. Organize bivariate categorical data in a two-way table.</li> <li>b. Interpret data in two-way tables using relative frequencies.</li> <li>c. Explore patterns of possible association between the two categorical variables.</li> </ul>	

**KEY CONCEPT: DATA ANALYSIS, STATISTICS AND PROBABILITY**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
	<p>8.DSP.5 Organize data in matrices with rational numbers and apply to real-world and mathematical situations.</p> <ul style="list-style-type: none"><li>a. Understand that a matrix is a way to organize data.</li><li>b. Recognize that a <math>m \times n</math> matrix has <math>m</math> rows and <math>n</math> columns.</li><li>c. Add and subtract matrices of the same size.</li><li>d. Multiply a matrix by a scalar.</li></ul>	

## Comparison of Draft Standards (Oct, 20, 2014) and SBE First Reading (Feb 11, 2015) - Mathematics

Below is an alignment of the SC Department of Education Writing Team South Carolina College and Career Ready Content Mathematics Standards (SCCCR-M) submitted to the EOC on October 20, 2014 and the South Carolina College and Career Ready Content Mathematics Standards approved by the SC State Board on February 11, 2015. Note math standards denoted by an asterisk (\*) are the SCCCR Graduation Standards, a subset of the SCCCR-M Content Standards. All SCCCR-M Graduation Standards are supported and extended by the SCCCR Content Standards for Mathematics. Standards have been grouped by Key Concepts that organize the content into broad categories of related standards. Professional judgment should be used when reviewing and utilizing the comparison.

<b>KEY CONCEPT: Algebra</b>		
<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>A1.P.2 Apply the properties of operations and laws of exponents to perform operations with polynomials (add, subtract, multiply, divide by a monomial, and factor).</i></p> <p><i>a. Model addition, subtraction, and multiplication of linear polynomials using area models.</i></p> <p><i>b. Know and apply the structures of special products to find the product of <math>(a + b)^2</math>, <math>(a - b)^2</math>, and <math>(a - b)(a + b)</math>.</i></p> <p><i>c. Multiply polynomials by applying the distributive property. Include multiplying two binomials and multiplying a binomial by a trinomial.</i></p> <p><i>d. Analyze the structure of binomials, trinomials and other polynomials in order to factor them using an appropriate strategy, including greatest common factor, difference of two squares, perfect square quadratic trinomials, and grouping.</i></p>	<p>AAPR.1*</p> <p>Add, subtract, and multiply polynomials and understand that polynomials are closed under these operations. (Limit to linear; quadratic.)</p>	
<p><i>PC.P.2 Know the Division Algorithm for polynomials and determine the quotient and remainder when one polynomial is divided by another.</i></p> <p><i>PC.P.3 Understand and apply theorems about roots and factors of polynomials.</i></p> <p><i>a. Derive the Remainder Theorem from the Division Algorithm. Use the Remainder Theorem to explain the connection between the zeros of a polynomial and its linear factors.</i></p> <p><i>b. Know the Fundamental Theorem of Algebra and explain, using complex number arithmetic, why complex roots of polynomials with real coefficients must occur in conjugate</i></p>	<p>AAPR.2 Know and apply the Division Theorem and the Remainder Theorem for polynomials.</p>	

**KEY CONCEPT: Algebra**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p><i>pairs.</i></p> <p><i>c. Apply the Rational Roots Theorem to determine the possible rational roots of a polynomial with integer coefficients and use the Remainder Theorem to factor such a polynomial when rational roots are identified.</i></p> <p><i>d. Use the Binomial Theorem to factor squares, cubes, and fourth powers of binomials. Apply the Binomial Theorem to expand powers of binomials, including those with one and with two variables.</i></p>		
<p><i>PC.P.4 Graph polynomials identifying zeros when suitable factorizations are available and indicating end behavior. Write a polynomial function of least degree corresponding to a given graph.</i></p>	<p>AAPR.3 Graph polynomials identifying zeros when suitable factorizations are available and indicating end behavior. Write a polynomial function of least degree corresponding to a given graph</p>	
<p><i>PC.P.5 Use polynomials to model and solve real-world problems.</i></p> <p><i>a. Create a polynomial function that describes the relationship between two quantities and interpret key features of the function in terms of the quantities.</i></p> <p><i>b. Analyze polynomial functions and solve polynomial equations to draw conclusions in real-world problems and describe the results in context.</i></p> <p><i>c. Analyze the graphs of polynomials in order to solve polynomial inequalities.</i></p>	<p>AAPR.4 Prove polynomial identities and use them to describe numerical relationships.</p>	
<p><i>PC.P.3 Understand and apply theorems about roots and factors of polynomials.</i></p> <p><i>a. Derive the Remainder Theorem from the Division Algorithm. Use the Remainder Theorem to explain the connection between the zeros of a polynomial and its linear factors.</i></p> <p><i>b. Know the Fundamental Theorem of Algebra and explain, using complex number arithmetic, why complex roots of polynomials with real coefficients must occur in conjugate pairs.</i></p> <p><i>c. Apply the Rational Roots Theorem to determine the possible rational roots of a polynomial with integer coefficients and use</i></p>	<p>AAPR.5 Apply the Binomial Theorem to expand powers of binomials, including those with one and with two variables. Use the Binomial Theorem to factor squares, cubes, and fourth powers of binomials.</p>	

**KEY CONCEPT: Algebra**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p><i>the Remainder Theorem to factor such a polynomial when rational roots are identified.</i></p> <p><i>d. Use the Binomial Theorem to factor squares, cubes, and fourth powers of binomials. Apply the Binomial Theorem to expand powers of binomials, including those with one and with two variables.</i></p>		
<p><i>A2.R.1 Apply algebraic techniques to manipulate rational expressions and solve rational equations.</i></p> <p><i>a. Use algebraic techniques to find the sum, difference, product, and quotient of rational expressions or to simplify a complex fraction.</i></p> <p><i>b. Solve a rational equation which can be transformed into a polynomial equation of degree 4 or less, indicating the existence of any extraneous solutions</i></p>	<p>AAPR.6 Apply algebraic techniques to rewrite simple rational expressions in different forms; using inspection, long division, or, for the more complicated examples, a computer algebra system.</p>	
<p><i>PC.R.1 Understand that rational functions are algebraically comparable to the rational numbers in that they are closed under the operations of addition, subtraction, multiplication, and division.</i></p>	<p>AAPR.7 Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.</p>	
<p><i>A1.L.2 Represent real-world problems, including those involving proportional relationships, using linear equations and inequalities in one variable and solve such problems. Interpret the solution in terms of the context and determine whether it is reasonable.</i></p> <p><i>A1.Q.1 Apply algebraic techniques to solve mathematical and real-world problems involving quadratic equations</i></p> <p><i>b. Create equations in one variable to model quadratic relationships arising in real-world and mathematical problems, defining variables with appropriate units, and solve such equations. Interpret the solutions and determine whether they are reasonable.</i></p> <p><i>A1.Q.5 Model and solve a variety of real-world problems using quadratic equations</i></p>	<p>ACE.1*</p> <p>Create and solve equations and inequalities in one variable that model real-world problems involving linear, quadratic, simple rational, and exponential relationships. Interpret the solutions and determine whether they are reasonable. (Limit to linear; quadratic; exponential with integer exponents.)</p>	

**KEY CONCEPT: Algebra**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p><i>A1.L.7 Create a linear function to graphically model a real-world problem and interpret the meaning of the slope and intercepts in the context of the given problem. Recognize that a linear function represents a directly proportional relationship when the y-intercept is zero.</i></p> <p><i>A1.QE.1.b. Choose and interpret appropriate labels, units, and scales when quantities are displayed in a graph.</i></p> <p><i>A1.Q.1 Apply algebraic techniques to solve mathematical and real-world problems involving quadratic equations.</i>  <i>b. Create equations in one variable to model quadratic relationships arising in real-world and mathematical problems, defining variables with appropriate units, and solve such equations. Interpret the solutions and determine whether they are reasonable.</i></p>	<p>ACE.2*</p> <p>Create equations in two or more variables to represent relationships between quantities. Graph the equations on coordinate axes using appropriate labels, units, and scales. (Limit to linear; quadratic; exponential with integer exponents; direct and indirect variation.)</p>	
<p><i>A2.P.1 Apply graphical and analytic knowledge to solve problems involving systems of equations and problems involving systems of inequalities.</i>  <i>a. Solve a system of two equations consisting of a linear and a quadratic equation, or two quadratic equations, algebraically and graphically. Understand that such systems may have zero, one, two, or infinitely many solutions.</i>  <i>b. Represent two-by-two and three-by-three linear systems in matrix form and use row reduction to solve such systems.</i>  <i>c. Graph the solution of a linear inequality in two variables as a half-plane, and graph the solution set of a system of linear inequalities as the intersection of the corresponding half-planes.</i>  <i>d. Use linear programming to optimize functions arising in real-world situations involving constraints which can be represented as a system of linear inequalities.</i></p>	<p>ACE.3 Use systems of equation and inequalities to represent constraints arising in real-world situations. Solve such systems using graphical and analytical methods, including linear programming. Interpret the solution within the context of the situation.</p>	
<p><i>A1.L.5 Solve literal equations, formulas, and inequalities for a specified variable. Include equations and formulas that arise in a variety of disciplines.</i></p>	<p>ACE.4*</p> <p>Solve literal equations and formulas for a specified variable including equations and formulas that arise in a variety of disciplines.</p>	

KEY CONCEPT: Algebra		
Oct 20 Math Standards	Feb 11 Math Standards	Notes
<i>A1.L.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution.</i>	AREI.1* Understand and justify that the steps taken when solving simple equations in one variable create new equations that have the same solution as the original.	
<i>A2.R.1 Apply algebraic techniques to manipulate rational expressions and solve rational equations. a. Use algebraic techniques to find the sum, difference, product, and quotient of rational expressions or to simplify a complex fraction. b. Solve a rational equation which can be transformed into a polynomial equation of degree 4 or less, indicating the existence of any extraneous solutions.</i>	AREI.2* Solve simple rational and radical equations in one variable and understand how extraneous solutions may arise.	
<i>A1.L.4 Solve absolute value linear equations and inequalities in one variable.  A1.L.2 Represent real-world problems, including those involving proportional relationships, using linear equations and inequalities in one variable and solve such problems. Interpret the solution in terms of the context and determine whether it is reasonable.  A1.L.5 Solve literal equations, formulas, and inequalities for a specified variable. Include equations and formulas that arise in a variety of disciplines.</i>	AREI.3* Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	
<i>A1.Q.1 Apply algebraic techniques to solve mathematical and real-world problems involving quadratic equations. a. Solve quadratic equations, including those with rational coefficients. Recognize that equations can have one real solution, two real solutions, or no real solutions.  A1.Q.5 Model and solve a variety of real-world problems using quadratic equations.</i>	AREI.4* Solve mathematical and real-world problems involving quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in $x$ into an equation of the form $(x - h)^2 = k$ that has the same solutions. Derive the quadratic formula from this form. b. Solve quadratic equations by inspection, taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial	

**KEY CONCEPT: Algebra**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
	form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a + bi$ for real numbers $a$ and $b$ . (Limit to non-complex roots.)	
<p><i>FA.L.1 Extend previous knowledge of solving equations and inequalities in one variable.</i></p> <p><i>a. Understand that the steps taken when solving linear equations in one variable create new equations that have the same solution as the original. Justify each step in solving an equation.</i></p> <p><i>b. Represent real-world problems, including those involving proportional relationships, using linear equations and inequalities in one variable and solve such problems. Interpret the solution in terms of the context and determine whether it is reasonable.</i></p> <p><i>c. Solve compound linear inequalities in one variable and represent and interpret the solution on a number line. Write a compound linear inequality given its number line representation.</i></p> <p><i>d. Solve absolute value linear equations and inequalities in one variable.</i></p> <p><i>e. Solve literal equations and formulas for a specified variable. Include equations and formulas that arise in a variety of disciplines.</i></p>	<p><b>AREI.5</b>                      Justify that the solution to a system of linear equations is not changed when one of the equations is replaced by a linear combination of the other equation.</p>	
<p><i>A1.L.12 Describe the relationship between the solution of a pair of linear equations in two variables and the point of intersection of the graphs of the corresponding lines. Solve pairs of linear equations in two variables by graphing; approximate solutions when the coordinates of the intersection are non-integer numbers.</i></p> <p><i>A1.L.13 Solve pairs of linear equations in two variables using substitution, elimination, and matrices. Verify whether a pair of numbers satisfies a system of two linear equations in two unknowns by substituting the numbers into both equations.</i></p>	<p><b>AREI.6*</b>                      Solve systems of linear equations algebraically and graphically focusing on pairs of linear equations in two variables.</p>	

**KEY CONCEPT: Algebra**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<i>A1.L.14 Determine whether a system of linear equations has no solution, one solution, or an infinite number of solutions. Relate the number of solutions to pairs of lines that are intersecting, parallel, or coinciding.</i>		
<i>A2.P.6 Apply graphical and analytic knowledge to solve problems involving systems of equations and problems involving systems of inequalities.</i> <i>a. Solve a system of two equations consisting of a linear and a quadratic equation, or two quadratic equations, algebraically and graphically. Understand that such systems may have zero, one, two, or infinitely many solutions.</i> <i>b. Represent two-by-two and three-by-three linear systems in matrix form and use row reduction to solve such systems.</i> <i>c. Graph the solution of a linear inequality in two variables as a half-plane, and graph the solution set of a system of linear inequalities as the intersection of the corresponding half-planes.</i> <i>d. Use linear programming to optimize functions arising in real-world situations involving constraints which can be represented as a system of linear inequalities.</i>	AREI.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. Understand that such systems may have zero, one, two, or infinitely many solutions.	
<i>A2.P.6 Apply graphical and analytic knowledge to solve problems involving systems of equations and problems involving systems of inequalities.</i> <i>a. Solve a system of two equations consisting of a linear and a quadratic equation, or two quadratic equations, algebraically and graphically. Understand that such systems may have zero, one, two, or infinitely many solutions.</i> <i>b. Represent two-by-two and three-by-three linear systems in matrix form and use row reduction to solve such systems.</i> <i>c. Graph the solution of a linear inequality in two variables as a half-plane, and graph the solution set of a system of linear inequalities as the intersection of the corresponding half-planes.</i> <i>d. Use linear programming to optimize functions arising in real-world situations involving constraints which can be represented as a system of linear inequalities</i>	AREI.8 Represent a system of linear equations as a single matrix equation in a vector variable.	

**KEY CONCEPT: Algebra**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p><i>A2.P.6 Apply graphical and analytic knowledge to solve problems involving systems of equations and problems involving systems of inequalities.</i></p> <p><i>a. Solve a system of two equations consisting of a linear and a quadratic equation, or two quadratic equations, algebraically and graphically. Understand that such systems may have zero, one, two, or infinitely many solutions.</i></p> <p><i>b. Represent two-by-two and three-by-three linear systems in matrix form and use row reduction to solve such systems.</i></p> <p><i>c. Graph the solution of a linear inequality in two variables as a half-plane, and graph the solution set of a system of linear inequalities as the intersection of the corresponding half-planes.</i></p> <p><i>d. Use linear programming to optimize functions arising in real-world situations involving constraints which can be represented as a system of linear inequalities.</i></p>	<p>AREI.9 Using technology for matrices of dimension <math>3 \times 3</math> or greater, find the inverse of a matrix if it exists and use it to solve systems of linear equations.</p>	
<p><i>A1.CF.1d. Explain that the solution set for the equation that defines a function is the set of all ordered pairs on the graph of the function.</i></p>	<p>AREI.10* Explain that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane.</p>	
<p><i>A1.CF.3 Solve an equation of the form <math>f(x)=g(x)</math> graphically by identifying the <math>x</math>-coordinate(s) of the point(s) of intersection of the graphs of <math>y=f(x)</math> and <math>y=g(x)</math>.</i></p>	<p>AREI.11* Solve an equation of the form <math>f(x) = g(x)</math> graphically by identifying the <math>x</math>-coordinate(s) of the point(s) of intersection of the graphs of <math>y = f(x)</math> and <math>y = g(x)</math>. (Limit to linear; quadratic; exponential.)</p>	
<p><i>FA.L.8 Extend previous knowledge of solving mathematical and real-world problems that can be modeled with linear systems in two variables, including those involving equations as well as inequalities.</i></p> <p><i>a. Describe the relationship between a solution of a pair of linear equations in two variables and the point of intersection of the graphs of the corresponding lines. Solve pairs of linear equations in two variables by graphing; approximate solutions when the coordinates of the intersection are non-integer numbers.</i></p>	<p>AREI.12* Graph the solutions to a linear inequality in two variables.</p>	

KEY CONCEPT: Algebra		
Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p><i>b. Solve pairs of linear equations in two variables using substitution and elimination.</i></p> <p><i>c. Determine whether a system of linear equations has no solution, one solution, or an infinite number of solutions. Relate the number of solutions to pairs of lines that are intersecting, parallel or identical.</i></p> <p><i>d. Verify whether a pair of numbers satisfies a system of two linear equations in two unknowns by substituting the numbers into both equations.</i></p> <p><i>e. Graph the solution of a linear inequality in two variables as a half-plane, and graph the solution set of a system of linear inequalities as the intersection of the corresponding half-planes.</i></p>		

KEY CONCEPT: Algebra		
Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p><i>A1.QE.3 Interpret the meanings of coefficients, factors, terms, and expressions based on their real-world contexts.</i></p> <p><i>A1.QE.3 Interpret the meanings of coefficients, factors, terms, and expressions based on their real-world contexts</i></p> <p><i>A1.P.5 Define variables and create polynomial expressions to model quantities in real-world situations, interpreting the parts of the expression in the context of the situation.</i></p>	<p>ASE.1* Interpret the meanings of coefficients, factors, terms, and expressions based on their real-world contexts. Interpret complicated expressions as being composed of simpler expressions.</p>	
<p><i>A1.P.2 Know and apply the structures of special products to find the product of</i></p> <p><i><math>[(a+b)]^2</math>, <math>[(a-b)]^2</math>, and <math>(a-b)(a+b)</math>.</i></p> <p><i>A1.P.4 Analyze the structure of binomials, trinomials and other polynomials in order to factor them using an appropriate strategy, including greatest common factor, difference of two squares, perfect square quadratic trinomials, and grouping.</i></p>	<p>ASE.2* Analyze the structure of binomials, trinomials, and other polynomials in order to rewrite equivalent expressions</p>	
<p><i>IA.Q.1 Apply algebraic techniques to solve mathematical and real-world problems involving quadratic equations.</i></p>	<p>ASE.3* Choose and produce an equivalent form of an expression to reveal and explain properties of the</p>	

<b>KEY CONCEPT: Algebra</b>		
<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>a. Solve quadratic equations, including those with rational coefficients, by taking square roots, factoring, completing the square, and applying the quadratic formula as appropriate for the given form of the equation. Recognize that equations can have one real solution, two real solutions, or two complex solutions.</i></p> <p><i>b. Solve quartic equations that are in quadratic form.</i></p> <p><i>c. Derive the quadratic formula by completing the square on the standard form of the quadratic equation.</i></p> <p><i>d. Create equations in one variable to model quadratic relationships arising in real-world and mathematical problems, defining variables with appropriate units, and solve such equations. Interpret the solutions and determine whether they are reasonable.</i></p> <p><i>e. Solve a system of two equations consisting of a linear and a quadratic equation, or two quadratic equations, algebraically and graphically. Understand that such systems may have zero, one, two, or infinitely many solutions.</i></p>	<p>quantity represented by the expression.</p> <p>a. Find the zeros of a quadratic function by rewriting it in equivalent factored form and explain the connection between the zeros of the function, its linear factors, the x-intercepts of its graph, and the solutions to the corresponding quadratic equation.</p> <p>b. Determine the maximum or minimum value of a quadratic function by completing the square.</p> <p>c. Use the properties of exponents to transform expressions for exponential functions.</p>	
	<p>ASE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems including applications to finance.</p>	

<b>KEY CONCEPT: Functions</b>		
<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>A2.F.2 Create functions to describe the relationship between two quantities by forming the sum, difference, and product of standard function types and determine the domains of the resulting functions.</i></p>	<p>FBF.1* Write a function that describes a relationship between two quantities.</p> <p>a. Write a function that models a relationship between two quantities using both explicit expressions and a recursive process and by combining standard forms using addition, subtraction, multiplication and division to build new functions.</p>	

**KEY CONCEPT: Functions**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
	b. Combine functions using the operations addition, subtraction, multiplication, and division to build new functions that describe the relationship between two quantities in mathematical and real-world situations.	
<p><i>A1.CF.1c. Represent a function using function notation and explain that <math>f(x)</math> denotes the output of function <math>f</math> that corresponds to the input <math>x</math>. Explain the meaning of expressions involving function notation from a mathematical perspective and in terms of the context when the function describes a real-world situation</i></p>	<p>FBF.2* Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms</p>	
<p><i>A1.L.8 Apply the transformations <math>kf(x)</math>, <math>-f(x)</math>, <math>f(x)+k</math>, and <math>f(x+k)</math>, for any real number <math>k</math>, to the parent function <math>f(x)=x</math> when represented in graphical, tabular, and algebraic form, including transformations that occur in real-world situations. Relate the slope-intercept form <math>y= m x+b</math> to transformations of the parent function.</i></p> <p><i>A1.Q.3 Apply the transformations <math>kf(x)</math>, <math>-f(x)</math>, <math>f(x)+k</math>, and <math>f(x+k)</math>, for any real number <math>k</math>, to the parent function <math>f(x)=x^2</math> when represented in graphical, tabular, and algebraic form, and relate the vertex form <math>y=a [(x-h)]^2+k</math> to transformations of the parent function.</i></p> <p><i>A1.E.3 Describe the meaning of the values of <math>a</math>, <math>b</math>, and <math>c</math> in exponential functions of the form <math>f(x)= ab^x+c</math> in real-world contexts and relate the values of <math>a</math>, <math>b</math>, and <math>c</math> to transformations of the parent function.</i></p>	<p>FBF.3* Describe the effect of the transformations <math>kf(x)</math>, <math>f(x) + k</math>, <math>f(x + k)</math>, and combinations of such transformations on the graph of <math>y = f(x)</math> for any real number <math>k</math>. Find the value of <math>k</math> given the graphs and write the equation of a transformed parent function given its graph.</p>	
<p><i>A1.CF.2 Interpret graphs of functions, presented with or without scales, which represent mathematical and real-world situations.</i></p> <p><i>a. Provide a qualitative analysis of the graph of a function that models the relationship between two quantities and interpret key features of the graph in terms of the context of the quantities. Key features include intercepts, extrema, intervals</i></p>	<p>FBF.4 Understand that an inverse function can be obtained by expressing the dependent variable of one function as the independent variable of another, as <math>f</math> and <math>g</math> are inverse functions if and only if <math>f(x) = y</math> and <math>g(y) = x</math>, for all values of <math>x</math> in the domain of <math>f</math> and all values of <math>y</math> in the domain of <math>g</math>, and find inverse functions for one-to-one function or</p>	

<b>KEY CONCEPT: Functions</b>		
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<p>where the function is increasing, decreasing, constant, positive, or negative.</p> <p>b. Sketch a graph showing key features given a verbal description of the relationship between two quantities.</p>	<p>by restricting the domain.</p> <p>a. Use composition to verify one function is an inverse of another.</p> <p>b. If a function has an inverse, find values of the inverse function from a graph or table</p>	
<p>A1.CF.1 Extend previous knowledge of a function to apply to general behavior and features of functions.</p> <p>e. Given an equation, graph, or verbal description of a function, specify the domain and range appropriate for the situation using inequalities. Include functions with continuous and discrete domains.</p> <p>f. Given an element of either the domain or range of a function, find the corresponding value(s) from the equation or the graph and interpret these values in terms of a real-world context.</p>	<p>FBF.5 Understand and verify through function composition that exponential and logarithmic functions are inverses of each other and use this relationship to solve problems involving logarithms and exponents.</p>	
<p>A1.CF.1 Extend previous knowledge of a function to apply to general behavior and features of functions.</p> <p>a. Understand the formal definition of a function where the input/output relationship becomes a correspondence between two sets, the domain and range.</p> <p>b. Provide examples and non-examples from both mathematical and non-mathematical contexts.</p> <p>c. Explain that the solution set for the equation that defines a function is the set of all ordered pairs on the graph of the function</p>	<p>FIF.1* Extend previous knowledge of a function to apply to general behavior and features of a function.</p> <p>a. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range.</p> <p>b. Represent a function using function notation and explain that <math>f(x)</math> denotes the output of function <math>f</math> that corresponds to the input <math>x</math>.</p> <p>c. Understand that the graph of a function labeled as <math>f</math> is the set of all ordered pairs <math>(x, y)</math> that satisfy the equation <math>y = f(x)</math>.</p>	
<p>A1.CF.1c. Represent a function using function notation and explain that <math>f(x)</math> denotes the output of function <math>f</math> that corresponds to the input <math>x</math>. Explain the meaning of expressions involving function notation from a mathematical perspective and in terms of the context when the function describes a real-world situation</p>	<p>FIF.2* Evaluate functions and interpret the meaning of expressions involving function notation from a mathematical perspective and in terms of the context when the function describes a real-world situation.</p>	
<p>A1.E.4 Differentiate between linear and exponential functions and use them to model relationships which exhibit growth or</p>	<p>FIF.3* Define functions recursively and recognize that sequences are functions, sometimes defined</p>	

<b>KEY CONCEPT: Functions</b>		
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<p><i>decay.</i></p> <p><i>Understand that linear functions change by equal differences over equal intervals and that exponential functions change by equal factors over equal intervals in order to distinguish between situations that can be modeled with linear functions and those that can be modeled with exponential functions.</i></p> <p><i>b. Recognize that sequences are functions with discrete domains in that their domains are a subset of the integers. Express arithmetic and geometric sequences as functions, both recursively and explicitly. Use such functions to model linear and exponential relationships presented graphically, tabularly, or verbally.</i></p>	<p>recursively, whose domain is a subset of the integers.</p>	

<b>KEY CONCEPT: Functions</b>		
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<p><i>A1.CF.2 Interpret graphs of functions, presented with or without scales, which represent mathematical and real-world situations.</i></p> <p><i>a. Provide a qualitative analysis of the graph of a function that models the relationship between two quantities and interpret key features of the graph in terms of the context of the quantities. Key features include intercepts, extrema, intervals where the function is increasing, decreasing, constant, positive, or negative.</i></p> <p><i>b. Sketch a graph showing key features given a verbal description of the relationship between two quantities.</i></p>	<p>FIF.4* Interpret key features of a function that models the relationship between two quantities when given in graphical or tabular form. Sketch the graph of a function from a verbal description showing key features. Key features include intercepts; intervals where the function is increasing, decreasing, constant, positive, or negative; relative maximums and minimums; symmetries; end behavior and periodicity.</p>	
<p><i>A1.CF.1 Extend previous knowledge of a function to apply to general behavior and features of functions.</i></p> <p><i>e. Given an equation, graph, or verbal description of a function, specify the domain and range appropriate for the situation using inequalities. Include functions with continuous and discrete domains.</i></p> <p><i>f. Given an element of either the domain or range of a function,</i></p>	<p>FIF.5* Relate the domain and range of a function to its graph and, where applicable, to the quantitative relationship it describes</p>	

<b>KEY CONCEPT: Functions</b>		
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<i>find the corresponding value(s) from the equation or the graph and interpret these values in terms of a real-world context.</i>		
<i>A1.L.7 Create a linear function to graphically model a real-world problem and interpret the meaning of the slope and intercepts in the context of the given problem. Recognize that a linear function represents a directly proportional relationship when the y-intercept is zero</i>	FIF.6* Given a function in graphical, symbolic, or tabular form, determine the average rate of change of the function over a specified interval. Interpret the meaning of the average rate of change in a given context.	
<p><i>A.1.CF.2b. Sketch a graph showing key features given a verbal description of the relationship between two quantities</i></p> <p><i>A1.Q.4 Understand the graph of a quadratic function.</i>  <i>a. Sketch the graph of a quadratic function choosing appropriate scales and units for the given context, and interpret the key features, including maximum/minimum, zeros, y-intercept, and domain, in terms of the context.</i></p> <p><i>A1.E.2 Graph the parent exponential function, <math>f(x)=b^x</math>, where <math>b&gt;0</math> and <math>b\neq 1</math>, and describe the key features of the graph, including domain, range, asymptote, and y-intercept. Understand which values of <math>b</math> indicate exponential growth and which indicate exponential decay.</i></p>	<p>FIF.7* Graph functions from their symbolic representations. Indicate key features including intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior and periodicity. Graph simple cases by hand and use technology for complicated cases.</p> <p>a. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.</p> <p>b. Graph radical functions over their domain show end behavior.</p> <p>c. Graph exponential and logarithmic functions, showing intercepts and end behavior.</p> <p>d. Graph trigonometric functions, showing period, midline, and amplitude.</p>	
<p><i>A1.L.9 Translate among verbal, tabular, graphical, and symbolic representations of linear functions. Explain how each representation reveals different information about the function.</i></p> <p><i>A1.L.10 Translate among equivalent forms of equations for linear functions, including slope-intercept, point-slope, and standard forms. Explain how each form reveals different information about a given situation.</i></p>	<p>FIF.8* Translate between different but equivalent forms of a function equation to reveal and explain different properties of the function.</p> <p>a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.</p> <p>b. Interpret expressions for exponential functions by using the properties of exponents.</p>	

**KEY CONCEPT: Functions**

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<i>A1.L.6 Analyze a relationship between two quantities represented in tabular or verbal forms to determine if the relationship is linear.</i>	FIF.9* Compare properties of two functions given in different representations such as algebraic, graphical, tabular, or verbal	
<i>A1.E.4 Differentiate between linear and exponential functions and use the appropriate model to represent mathematical and real-world relationships that exhibit growth or decay.</i>	FLQE.1* Distinguish between situations that can be modeled with linear functions or exponential functions by recognizing situations in which one quantity changes at a constant rate per unit interval as opposed to those in which a quantity changes by a constant percent rate per unit interval. <i>(Note:</i> a. Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	
<i>A1.CF.4 Recognize that sequences are functions with discrete domains in that their domains are a subset of the integers. Express arithmetic and geometric sequences as functions, both recursively and explicitly. Use such functions to model linear and exponential relationships presented graphically, tabularly, or verbally.</i>	FLQE.2* Create symbolic representations of linear and exponential functions, including arithmetic and geometric sequences, given graphs, verbal descriptions, and tables.	
	FLQE.3* Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or more generally as a polynomial function.	
<i>A2.EL.1 Understand the inverse relationship between exponential and logarithmic functions.</i> <i>a. Translate between exponential and logarithmic forms of an equation using the definition of logarithm.</i> <i>b. Graph <math>f(x) = \log_b x</math> and <math>g(x) = b^x</math> describing key features, including domain, range, end behavior, intercepts, and asymptotes.</i> <i>c. Demonstrate graphically that a logarithm and the</i>	FLQE.4* Express a logarithm as the solution to the exponential equation, $ab^{ct} = d$ where $a$ , $c$ , and $d$ are numbers and the base $b$ is 2, 10, or $e$ ; evaluate the logarithm using technology.	

<b>KEY CONCEPT: Functions</b>		
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<p><i>exponential with the same base are inverse functions.</i></p> <p><b>A2. EL.1 Evaluate logarithmic functions.</b></p> <p><i>a. Calculate, without technology, the value of a logarithm when its argument can be written as an integer power of its base.</i></p> <p><i>b. Calculate, with technology, the value of a logarithm with any base.</i></p>		
<p><b>A1.E.3 Describe the meaning of the values of <math>a</math>, <math>b</math>, and <math>c</math> in exponential functions of the form <math>f(x)=ab^x+c</math> in real-world contexts and relate the values of <math>a</math>, <math>b</math>, and <math>c</math> to transformations of the parent function.</b></p>	<p><b>FLQE.5*</b> Interpret the parameters in a linear or exponential function in terms of the context.</p>	

<b>KEY CONCEPT: Trigonometry</b>		
<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><b>PC.T.1 Understand and use angle measure.</b></p> <p><i>a. Measure angles using radians and degrees and convert between the two measures.</i></p> <p><i>b. Explain the meaning of radians in terms of radius and arc length along a circle.</i></p>	<p><b>FT.1</b> Understand that the radian measure of an angle is the length of the arc on the unit circle subtended by the angle.</p>	
<p><b>PC.T.1 Understand and evaluate trigonometric functions defined in terms of the unit circle.</b></p> <p><i>a. Define sine, cosine, and tangent as functions of an angle in terms of the <math>x</math>- and <math>y</math>-coordinates of the point on the unit circle corresponding to that angle and understand these definitions as extensions of the right triangle definitions.</i></p> <p><i>b. Define the tangent, cotangent, secant, and cosecant functions as ratios involving sine and cosine.</i></p> <p><i>c. Write cotangent, secant, and cosecant functions as the reciprocals of tangent, cosine, and sine, respectively.</i></p> <p><i>d. Evaluate any trigonometric function given the value of one trigonometric function and the quadrant in which the terminal side of the angle lies.</i></p> <p><i>e. Define the six inverse trigonometric functions using the standard domain restrictions.</i></p>	<p><b>FT.2</b> Define sine and cosine as functions of the radian measure of an angle in terms of the <math>x</math>- and <math>y</math>-coordinates of the point on the unit circle corresponding to that angle and explain how these definitions are extensions of the right triangle definitions.</p> <p><i>a. Define the tangent, cotangent, secant, and cosecant functions as ratios involving sine and cosine.</i></p> <p><i>b. Write cotangent, secant, and cosecant functions as the reciprocals of tangent, cosine, and sine, respectively.</i></p>	

**KEY CONCEPT: Trigonometry**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p><i>f. Evaluate, with technology, the six trigonometric functions at any angle in their domains and the six inverse trigonometric functions at any number in their domain.</i></p> <p><i>g. Evaluate, without the use of technology, the six trigonometric functions at the special angles of <math>0, \pi/6, \pi/4, \pi/3,</math> and <math>\pi/2</math> and their multiples.</i></p> <p><i>h. Evaluate, without the use of technology, the inverse sine, inverse cosine, and inverse tangent functions at numbers in their domain that evaluate to one of the special angles.</i></p>		
<p><i>PC.T.2 Understand and evaluate trigonometric functions defined in terms of the unit circle.</i></p> <p><i>a. Define sine, cosine, and tangent as functions of an angle in terms of the <math>x</math>- and <math>y</math>-coordinates of the point on the unit circle corresponding to that angle and understand these definitions as extensions of the right triangle definitions.</i></p> <p><i>b. Define the tangent, cotangent, secant, and cosecant functions as ratios involving sine and cosine.</i></p> <p><i>c. Write cotangent, secant, and cosecant functions as the reciprocals of tangent, cosine, and sine, respectively.</i></p> <p><i>d. Evaluate any trigonometric function given the value of one trigonometric function and the quadrant in which the terminal side of the angle lies.</i></p> <p><i>e. Define the six inverse trigonometric functions using the standard domain restrictions.</i></p> <p><i>f. Evaluate, with technology, the six trigonometric functions at any angle in their domains and the six inverse trigonometric functions at any number in their domain.</i></p> <p><i>g. Evaluate, without the use of technology, the six trigonometric functions at the special angles of <math>0, \pi/6, \pi/4, \pi/3,</math> and <math>\pi/2</math> and their multiples.</i></p> <p><i>h. Evaluate, without the use of technology, the inverse sine, inverse cosine, and inverse tangent functions at numbers in their domain that evaluate to one of the special angles.</i></p>	<p>8 FT.3 Use special triangles to determine geometrically the values of sine, cosine, tangent for <math>\frac{\pi}{3}, \frac{\pi}{4},</math> and <math>\frac{\pi}{6},</math> and use the unit circle to express the values of sine, cosine, and tangent for <math>\pi - x, \pi + x,</math> and <math>2\pi - x</math> in terms of their values for <math>x,</math> where <math>x</math> is any real number.</p>	
	<p>FT.4 Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.</p>	

**KEY CONCEPT: Trigonometry**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>PC.T.4 Understand and explain the key features of trigonometric and inverse trigonometric functions and their graphs.</i></p> <p><i>a. Graph the six trigonometric functions and their transformations and describe key features of the graphs, including continuity, discontinuity, domain, range, amplitude, period, intercepts, relative extrema, asymptotes, end behavior, and intervals on which the function is increasing, decreasing, positive, negative. Apply the unit circle definitions to explain those key features.</i></p> <p><i>b. Graph the six inverse trigonometric functions and describe the key features of the graphs, including domain, range, intercepts, and asymptotes. Apply the concept of inverse function to explain those key features.</i></p>	FT.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.	
<p><i>PC.T.2 Understand and evaluate trigonometric functions defined in terms of the unit circle.</i></p> <p><i>a. Define sine, cosine, and tangent as functions of an angle in terms of the x- and y-coordinates of the point on the unit circle corresponding to that angle and understand these definitions as extensions of the right triangle definitions.</i></p> <p><i>b. Define the tangent, cotangent, secant, and cosecant functions as ratios involving sine and cosine.</i></p> <p><i>c. Write cotangent, secant, and cosecant functions as the reciprocals of tangent, cosine, and sine, respectively.</i></p> <p><i>d. Evaluate any trigonometric function given the value of one trigonometric function and the quadrant in which the terminal side of the angle lies.</i></p> <p><i>e. Define the six inverse trigonometric functions using the standard domain restrictions.</i></p> <p><i>f. Evaluate, with technology, the six trigonometric functions at any angle in their domains and the six inverse trigonometric functions at any number in their domain.</i></p> <p><i>g. Evaluate, without the use of technology, the six trigonometric functions at the special angles of <math>0</math>, <math>\pi/6</math>, <math>\pi/4</math>, <math>\pi/3</math>, and <math>\pi/2</math> and their multiples.</i></p> <p><i>h. Evaluate, without the use of technology, the inverse sine,</i></p>	FT.6 Define the six inverse trigonometric functions using domain restrictions for regions where the function is always increasing or always decreasing.	

**KEY CONCEPT: Trigonometry**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<i>inverse cosine, and inverse tangent functions at numbers in their domain that evaluate to one of the special angles.</i>		
<i>PC.T.3 Fluently manipulate expressions involving trigonometric functions in order to simplify those expressions and solve equations.</i> <i>a. Simplify expressions involving the composition of a trigonometric function and an inverse trigonometric function.</i> <i>b. Rewrite trigonometric expressions in equivalent forms using properties of the trigonometric functions and by using substitution of trigonometric identities, factoring, and other algebraic techniques.</i> <i>Solve trigonometric equations.</i>	FT.7 Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.	
<i>PC.T.5 Derive and verify trigonometric identities.</i> <i>a. Justify the Pythagorean, even/odd, and cofunction identities for sine and cosine using their unit circle definitions and symmetries of the unit circle.</i> <i>b. Derive the Pythagorean, even/odd, and cofunction identities for tangent, cotangent, secant, and cosecant using the corresponding identities for sine and cosine.</i> <i>c. Apply the sum and difference formulas for sine, cosine, and tangent to solve problems. Derive the double-angle and half-angle formulas for sine, cosine, and tangent using the sum and difference formulas.</i> <i>d. Verify trigonometric identities using the standard identities.</i>	FT.8 Justify the Pythagorean, even/odd, and cofunction identities for sine and cosine using their unit circle definitions and symmetries of the unit circle and use the Pythagorean identity to find $\sin A$ , $\cos A$ , or $\tan A$ , given $\sin A$ , $\cos A$ , or $\tan A$ , and the quadrant of the angle.	
<i>PC.T.5 Derive and verify trigonometric identities.</i> <i>a. Justify the Pythagorean, even/odd, and cofunction identities for sine and cosine using their unit circle definitions and symmetries of the unit circle.</i> <i>b. Derive the Pythagorean, even/odd, and cofunction identities for tangent, cotangent, secant, and cosecant using the corresponding identities for sine and cosine.</i> <i>c. Apply the sum and difference formulas for sine, cosine, and tangent to solve problems. Derive the double-angle and half-angle formulas for sine, cosine, and tangent using the sum and difference formulas.</i> <i>d. Verify trigonometric identities using the standard identities.</i>	FT.9 Justify the sum and difference formulas for sine, cosine, and tangent and use them to solve problems.	

**KEY CONCEPT: Geometry**

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<p><i>G.C.1 Understand and apply properties of circles and their parts.</i></p> <p><i>a. Define and identify the following terms and use the relationships among them to solve mathematical and real-world problems: radius, diameter, arc, measure of an arc, chord, secant, tangent, and concentric circles.</i></p> <p><i>b. Demonstrate that the radius of a circle is perpendicular to a tangent line at the point of tangency and use this relationship to solve mathematical and real-world problems.</i></p> <p><i>c. identify and describe relationships among central angles, inscribed angles, circumscribed angles, and their intercepted arcs and use those relationships to solve mathematical and real-world problems.</i></p> <p><i>d. Prove that the pairs of opposite angles of a quadrilateral inscribed in a circle are supplementary and use this relationship to solve problems.</i></p> <p><i>e. Find the measure of line segments, angles, and intercepted arcs formed by the intersection of two secant lines, two tangent lines, or a secant line and a tangent line with a circle to solve mathematical and real-world problems.</i></p> <p><i>f. Demonstrate that all circles are similar.</i></p>	GCI.1 Prove that all circles are similar.	
<p><i>G.C.1 Understand and apply properties of circles and their parts.</i></p> <p><i>a. Define and identify the following terms and use the relationships among them to solve mathematical and real-world problems: radius, diameter, arc, measure of an arc, chord, secant, tangent, and concentric circles.</i></p> <p><i>b. Demonstrate that the radius of a circle is perpendicular to a tangent line at the point of tangency and use this relationship to solve mathematical and real-world problems.</i></p> <p><i>c. Identify and describe relationships among central angles, inscribed angles, circumscribed angles, and their intercepted arcs and use those relationships to solve mathematical and real-world problems.</i></p> <p><i>d. Prove that the pairs of opposite angles of a quadrilateral inscribed in a circle are supplementary and use this</i></p>	GCI.2* Identify and describe relationships among inscribed angles, radii, and chords; among inscribed angles, central angles, and circumscribed angles; and between radii and tangents to circles. Use those relationships to solve mathematical and real-world problems.	

**KEY CONCEPT: Trigonometry**

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<p><i>relationship to solve problems.</i></p> <p><i>e. Find the measure of line segments, angles, and intercepted arcs formed by the intersection of two secant lines, two tangent lines, or a secant line and a tangent line with a circle to solve mathematical and real-world problems.</i></p> <p><i>f. Demonstrate that all circles are similar.</i></p>		
<p><i>G.CTC.1 Construct geometric figures using a variety of tools, including a compass, a straightedge, dynamic geometry software, and paper folding, and use these constructions to make conjectures about geometric relationships. Constructions should include but are not limited to:</i></p> <p><i>a. congruent segments and congruent angles;</i></p> <p><i>b. segment bisectors and angle bisectors;</i></p> <p><i>c. perpendicular lines and parallel lines;</i></p> <p><i>d. equilateral triangles;</i></p> <p><i>e. inscribed and circumscribed circles of a triangle;</i></p> <p><i>f. tangent lines from a point on a circle or to a circle from an exterior point.</i></p>	<p>GCI.3 Construct the inscribed and circumscribed circles of a triangle using a variety of tools, including a compass, a straightedge, and dynamic geometry software, and prove properties of angles for a quadrilateral inscribed in a circle.</p>	
<p><i>G.CTC.1 Construct geometric figures using a variety of tools, including a compass, a straightedge, dynamic geometry software, and paper folding, and use these constructions to make conjectures about geometric relationships. Constructions should include but are not limited to:</i></p> <p><i>a. congruent segments and congruent angles;</i></p> <p><i>b. segment bisectors and angle bisectors;</i></p> <p><i>c. perpendicular lines and parallel lines;</i></p> <p><i>d. equilateral triangles;</i></p> <p><i>e. inscribed and circumscribed circles of a triangle;</i></p> <p><i>f. tangent lines from a point on a circle or to a circle from an exterior point.</i></p>	<p>GCI.4 Construct a tangent line to a circle through a point on the circle, and construct a tangent line from a point outside a given circle to the circle; justify the process used for each construction.</p>	
<p><i>G.C.1 Understand and apply properties of circles and their parts.</i></p> <p><i>a. Define and identify the following terms and use the relationships among them to solve mathematical and real-world problems: radius, diameter, arc, measure of an arc, chord, secant, tangent, and concentric circles.</i></p>	<p>GCI.5* Derive the formulas for the length of an arc and the area of a sector in a circle and apply these formulas to solve mathematical and real-world problems.</p>	

**KEY CONCEPT: Trigonometry**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>b. Demonstrate that the radius of a circle is perpendicular to a tangent line at the point of tangency and use this relationship to solve mathematical and real-world problems.</i></p> <p><i>c. identify and describe relationships among central angles, inscribed angles, circumscribed angles, and their intercepted arcs and use those relationships to solve mathematical and real-world problems.</i></p> <p><i>d. Prove that the pairs of opposite angles of a quadrilateral inscribed in a circle are supplementary and use this relationship to solve problems.</i></p> <p><i>e. Find the measure of line segments, angles, and intercepted arcs formed by the intersection of two secant lines, two tangent lines, or a secant line and a tangent line with a circle to solve mathematical and real-world problems.</i></p> <p><i>f. Demonstrate that all circles are similar.</i></p>		
<p><i>G.LA.1 Define angle, circle, perpendicular, parallel, and skew in terms of the undefined notions of point, line, plane, and distance, and use geometric figures to represent and describe real-world objects.</i></p>	<p>GCO.1* Define angle, perpendicular line, parallel line, line segment, ray, circle, and skew in terms of the undefined notions of point, line, and plane. Use geometric figures to represent and describe real-world objects.</p>	
<p><i>G.CTC.2 Understand and apply transformations.</i></p> <p><i>a. Represent translations, reflections, rotations, and dilations of objects in the plane by using paper folding, sketches, coordinates, function notation, and dynamic geometry software, and use various representations to help understand the effects of simple transformations and their compositions.</i></p> <p><i>b. Predict and describe the results of transformations on a given figure using geometric terminology from the definitions of the transformations.</i></p> <p><i>c. Describe a sequence of transformations that maps a figure onto its image.</i></p> <p><i>d. Identify types of symmetry of polygons, including line, point, rotational, and self-congruence, and use symmetry to analyze mathematical situations.</i></p> <p><i>e. Demonstrate that two figures are congruent by identifying a</i></p>	<p>GCO.2* Represent translations, reflections, rotations, and dilations of objects in the plane by using paper folding, sketches, coordinates, function notation, and dynamic geometry software, and use various representations to help understand the effects of simple transformations and their compositions.</p>	

**KEY CONCEPT: Trigonometry**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>combination of translations, rotations, and reflections in various representations that move one figure onto the other.</i></p> <p><i>f. Demonstrate that two figures are similar by identifying a combination of translations, rotations, reflections, and dilations in various representations that move one figure onto the other.</i></p>		
<p><i>G.CTC.2 Understand and apply transformations.</i></p> <p><i>a. Represent translations, reflections, rotations, and dilations of objects in the plane by using paper folding, sketches, coordinates, function notation, and dynamic geometry software, and use various representations to help understand the effects of simple transformations and their compositions.</i></p> <p><i>b. Predict and describe the results of transformations on a given figure using geometric terminology from the definitions of the transformations.</i></p> <p><i>c. Describe a sequence of transformations that maps a figure onto its image.</i></p> <p><i>d. Identify types of symmetry of polygons, including line, point, rotational, and self-congruence, and use symmetry to analyze mathematical situations.</i></p> <p><i>e. Demonstrate that two figures are congruent by identifying a combination of translations, rotations, and reflections in various representations that move one figure onto the other.</i></p> <p><i>f. Demonstrate that two figures are similar by identifying a combination of translations, rotations, reflections, and dilations in various representations that move one figure onto the other.</i></p>	<p>GCO.3* Describe rotations and reflections that carry a regular polygon onto itself and identify types of symmetry of polygons, including line, point, rotational, and self-congruence, and use symmetry to analyze mathematical situations.</p>	
<p><i>G.CTC.2 Understand and apply transformations.</i></p> <p><i>a. Represent translations, reflections, rotations, and dilations of objects in the plane by using paper folding, sketches, coordinates, function notation, and dynamic geometry software, and use various representations to help understand the effects of simple transformations and their compositions.</i></p> <p><i>b. Predict and describe the results of transformations on a given figure using geometric terminology from the definitions of the transformations.</i></p> <p><i>c. Describe a sequence of transformations that maps a figure onto its image.</i></p>	<p>GCO.4* Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p>	

**KEY CONCEPT: Trigonometry**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>d. Identify types of symmetry of polygons, including line, point, rotational, and self-congruence, and use symmetry to analyze mathematical situations.</i></p> <p><i>e. Demonstrate that two figures are congruent by identifying a combination of translations, rotations, and reflections in various representations that move one figure onto the other.</i></p> <p><i>f. Demonstrate that two figures are similar by identifying a combination of translations, rotations, reflections, and dilations in various representations that move one figure onto the other.</i></p>		
<p><i>G.CTC.2 Understand and apply transformations.</i></p> <p><i>a. Represent translations, reflections, rotations, and dilations of objects in the plane by using paper folding, sketches, coordinates, function notation, and dynamic geometry software, and use various representations to help understand the effects of simple transformations and their compositions.</i></p> <p><i>b. Predict and describe the results of transformations on a given figure using geometric terminology from the definitions of the transformations.</i></p> <p><i>c. Describe a sequence of transformations that maps a figure onto its image.</i></p> <p><i>d. Identify types of symmetry of polygons, including line, point, rotational, and self-congruence, and use symmetry to analyze mathematical situations.</i></p> <p><i>e. Demonstrate that two figures are congruent by identifying a combination of translations, rotations, and reflections in various representations that move one figure onto the other.</i></p> <p><i>f. Demonstrate that two figures are similar by identifying a combination of translations, rotations, reflections, and dilations in various representations that move one figure onto the other.</i></p>	<p>GCO.5* Predict and describe the results of transformations on a given figure using geometric terminology from the definitions of the transformations, and describe a sequence of transformations that maps a figure onto its image.</p>	
<p><i>G.T.1 Understand and apply triangle congruency relationships.</i></p> <p><i>a. Prove two triangles are congruent by applying the Side-Angle-Side, Angle-Side-Angle, Side-Side-Side, Angle-Angle-Side, and Hypotenuse-Leg congruence conditions.</i></p> <p><i>b. Prove theorems about the relationships within triangles, including the Midsegment Theorem, the Angle Sum Theorem, and Exterior Angle Theorem, and apply these relationships to</i></p>	<p>GCO.6* Demonstrate that triangles and quadrilaterals are congruent by identifying a combination of translations, rotations, and reflections in various representations that move one figure onto the other.</p>	

**KEY CONCEPT: Trigonometry**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>solve problems.</i></p> <p><i>c. Verify experimentally the conclusions of the concurrency theorems for the medians, altitudes, angle bisectors, and perpendicular bisectors in triangles and apply these relationships to solve problems.</i></p> <p><i>d. Prove properties of equilateral and isosceles triangles and apply them to solve problems and justify results.</i></p>		
<p><i>G.T.1 Understand and apply triangle congruency relationships.</i></p> <p><i>a. Prove two triangles are congruent by applying the Side-Angle-Side, Angle-Side-Angle, Side-Side-Side, Angle-Angle-Side, and Hypotenuse-Leg congruence conditions.</i></p> <p><i>b. Prove theorems about the relationships within triangles, including the Midsegment Theorem, the Angle Sum Theorem, and Exterior Angle Theorem, and apply these relationships to solve problems.</i></p> <p><i>c. Verify experimentally the conclusions of the concurrency theorems for the medians, altitudes, angle bisectors, and perpendicular bisectors in triangles and apply these relationships to solve problems.</i></p> <p><i>d. Prove properties of equilateral and isosceles triangles and apply them to solve problems and justify results.</i></p>	<p>GCO.7* Prove two triangles are congruent by applying the Side-Angle-Side, Angle-Side-Angle, Angle-Angle-Side, and Hypotenuse-Leg congruence conditions.</p>	
<p><i>G.LA.2 Prove and apply in mathematical and real-world contexts theorems about lines and angles, including but not limited to the following:</i></p> <p><i>a. vertical angles are congruent;</i></p> <p><i>b. when a transversal crosses parallel lines, alternate interior angles are congruent, alternate exterior angles are congruent, and corresponding angles are congruent;</i></p> <p><i>c. when a transversal crosses parallel lines, consecutive interior angles are supplementary;</i></p> <p><i>d. any point on a perpendicular bisector of a line segment is equidistant from the endpoints of the segment;</i></p> <p><i>e. perpendicular lines form four right angles.</i></p>	<p>GCO.8* Prove, and apply in mathematical and real-world contexts, theorems about lines and angles, including the following:</p> <p>a. vertical angles are congruent;</p> <p>b. when a transversal crosses parallel lines, alternate interior angles are congruent, alternate exterior angles are congruent, and consecutive interior angles are supplementary;</p> <p>c. any point on a perpendicular bisector of a line segment is equidistant from the endpoints of the segment;</p> <p>d. perpendicular lines form four right angles.</p>	

**KEY CONCEPT: Trigonometry**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>8.GM.1 Extend previous knowledge of angles to properties of triangles, similar figures, and parallel lines cut by a transversal. Discover that the three angles in a triangle sum to 180 degrees.</i></p> <p><i>a. Discover the relationship between interior and exterior angles of a triangle.</i></p> <p><i>b. Identify congruent and supplementary pairs of angles when two parallel lines are cut by a transversal.</i></p> <p><i>c. Recognize that two similar figures have congruent corresponding angles.</i></p>	<p>GCO.9* Prove, and apply in mathematical and real-world contexts, theorems about the relationships within and among triangles, including the following:</p> <p>a. measures of interior angles of a triangle sum to <math>180^\circ</math>;</p> <p>b. base angles of isosceles triangles are congruent;</p> <p>c. the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length;</p> <p>d. the medians of a triangle meet at a point.</p>	
<p><i>G.QP.1 Understand and apply properties of special quadrilaterals.</i></p> <p><i>a. Prove theorems about parallelograms and apply those theorems to solve problems and justify results. Theorems include but are not limited to: parallelograms have congruent opposite angles; diagonals of a parallelogram bisect each other; rectangles have congruent diagonals; and rhombi have perpendicular diagonals.</i></p> <p><i>b. Prove that given quadrilaterals are parallelograms, rhombi, rectangles, squares, or trapezoids. Include coordinate proofs.</i></p>	<p>GCO.10* Prove, and apply in mathematical and real-world contexts, theorems about parallelograms, including the following:</p> <p>a. opposite sides of a parallelogram are congruent;</p> <p>b. opposite angles of a parallelogram are congruent;</p> <p>c. diagonals of a parallelogram bisect each other;</p> <p>d. rectangles are parallelograms with congruent diagonals;</p> <p>e. a parallelogram is a rhombus if and only if the diagonals are perpendicular.</p>	
<p><i>G.CTC.1 Construct geometric figures using a variety of tools, including a compass, a straightedge, dynamic geometry software, and paper folding, and use these constructions to make conjectures about geometric relationships. Constructions should include but are not limited to:</i></p> <p><i>a. congruent segments and congruent angles;</i></p> <p><i>b. segment bisectors and angle bisectors;</i></p> <p><i>c. perpendicular lines and parallel lines;</i></p> <p><i>d. equilateral triangles;</i></p> <p><i>e. inscribed and circumscribed circles of a triangle;</i></p> <p><i>f. tangent lines from a point on a circle or to a circle from an exterior point.</i></p>	<p>GCO.11* Construct geometric figures using a variety of tools, including a compass, a straightedge, dynamic geometry software, and paper folding, and use these constructions to make conjectures about geometric relationships.</p>	

**KEY CONCEPT: Trigonometry**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>G.C.2 Understand and apply properties of circumferences and areas of circles.</i></p> <p><i>b. Solve mathematical and real-world problems involving the circumference and area of a circle and analyze how a change in radius affects circumference and area.</i></p> <p><i>b. Derive the formula for the length of an arc intercepted by a central angle and apply this relationship to solve mathematical and real-world problems.</i></p> <p><i>c. Derive the formula for the area of a sector and apply this relationship to solve mathematical and real-world problems.</i></p> <p><i>d. Use geometric probability to solve mathematical and real-world problems involving circles and polygons.</i></p>	<p>GGMD.1* Explain the derivations of the formulas for the circumference of a circle, area of a circle, and volume of a cylinder, pyramid, and cone. Apply these formulas to solve mathematical and real-world problems.</p>	
<p><i>G.TD.2 Understand and apply properties of surface-areas and volumes of three-dimensional solids.</i></p> <p><i>a. Derive surface area and volume formulas for prisms and cylinders and explain the relationship between these formulas and the surface area and volume formulas for pyramids and cones.</i></p> <p><i>b. Apply surface area and volume formulas for prisms, cylinders, pyramids, cones, and spheres to solve problems and justify results, including problems that involve algebraic expressions, composite figures, and real-world applications.</i></p> <p><i>c. Apply geometric properties of solids, including prisms, pyramids, cylinders, cones, and spheres, to model and solve real-world problems.</i></p> <p><i>d. Analyze how changes in one or more dimensions affect the surface area and volume of a three-dimensional object.</i></p>		
<p><i>G.TD.2 Understand and apply properties of surface-areas and volumes of three-dimensional solids.</i></p> <p><i>a. Derive surface area and volume formulas for prisms and cylinders and explain the relationship between these formulas and the surface area and volume formulas for pyramids and cones.</i></p> <p><i>b. Apply surface area and volume formulas for prisms, cylinders, pyramids, cones, and spheres to solve problems and justify results, including problems that involve algebraic</i></p>	<p>GGMD.2 Explain the derivation of the formulas for the volume of a sphere and other solid figures using Cavalieri's principle.</p>	

**KEY CONCEPT: Trigonometry**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>expressions, composite figures, and real-world applications.</i></p> <p><i>c. Apply geometric properties of solids, including prisms, pyramids, cylinders, cones, and spheres, to model and solve real-world problems.</i></p> <p><i>d. Analyze how changes in one or more dimensions affect the surface area and volume of a three-dimensional object.</i></p>		
<p><i>G.TD.2 Understand and apply properties of surface-areas and volumes of three-dimensional solids.</i></p> <p><i>a. Derive surface area and volume formulas for prisms and cylinders and explain the relationship between these formulas and the surface area and volume formulas for pyramids and cones.</i></p> <p><i>b. Apply surface area and volume formulas for prisms, cylinders, pyramids, cones, and spheres to solve problems and justify results, including problems that involve algebraic expressions, composite figures, and real-world applications.</i></p> <p><i>c. Apply geometric properties of solids, including prisms, pyramids, cylinders, cones, and spheres, to model and solve real-world problems.</i></p> <p><i>d. Analyze how changes in one or more dimensions affect the surface area and volume of a three-dimensional object.</i></p>	<p>GGMD.3* Apply surface area and volume formulas for prisms, cylinders, pyramids, cones, and spheres to solve problems and justify results. Include problems that involve algebraic expressions, composite figures, geometric probability, and real-world applications.</p>	
<p><i>G.TD.1 Understand and apply properties of three-dimensional solids.</i></p> <p><i>a. Use geometric shapes, their measures, and their properties to describe three-dimensional solids and their symmetries.</i></p> <p><i>b. Draw a top-view, front-view, side-view, and an isometric view of a given three-dimensional object.</i></p> <p><i>c. Describe the shapes of two-dimensional cross-sections of three-dimensional objects and use those cross-sections to solve mathematical and real-world problems.</i></p> <p><i>d. Describe the three-dimensional object generated by revolving a two-dimensional object about a line.</i></p>	<p>GGMD.4 * Describe the shapes of two-dimensional cross-sections of three-dimensional objects and use those cross-sections to solve mathematical and real-world problems.</p>	
<p><i>G.LA.1 Define angle, circle, perpendicular, parallel, and skew in terms of the undefined notions of point, line, plane, and distance, and use geometric figures to represent and describe real-world objects.</i></p>	<p>GM.1* Use geometric shapes, their measures, and their properties to describe real-world objects.</p>	

**KEY CONCEPT: Trigonometry**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>G.TD.2 Understand and apply properties of surface-areas and volumes of three-dimensional solids.</i></p> <p><i>a. Derive surface area and volume formulas for prisms and cylinders and explain the relationship between these formulas and the surface area and volume formulas for pyramids and cones.</i></p> <p><i>b. Apply surface area and volume formulas for prisms, cylinders, pyramids, cones, and spheres to solve problems and justify results, including problems that involve algebraic expressions, composite figures, and real-world applications.</i></p> <p><i>c. Apply geometric properties of solids, including prisms, pyramids, cylinders, cones, and spheres, to model and solve real-world problems.</i></p> <p><i>d. Analyze how changes in one or more dimensions affect the surface area and volume of a three-dimensional object.</i></p>	<p>GM.2 Use geometry concepts and methods to model real-world situations and solve problems using a model.</p>	
	<p>GSRT.1 Understand a dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged. Verify experimentally the properties of dilations given by a center and a scale factor. Understand the dilation of a line segment is longer or shorter in the ratio given by the scale factor.</p>	
<p><i>8.GM.4 Apply the properties of transformations (rotations, reflections, translations, dilations).</i></p> <p><i>a. Recognize that two-dimensional figures are only similar if a series of transformations can be performed to map the pre-image to the image.</i></p> <p><i>b. Given two similar figures, describe the series of transformations that justifies this similarity.</i></p>	<p>GSRT.2* Use the definition of similarity to decide if figures are similar and justify decision. Demonstrate that two figures are similar by identifying a combination of translations, rotations, reflections, and dilations in various representations that move one figure onto the other.</p>	
<p><i>G.T.1 Understand and apply triangle congruency relationships.</i></p> <p><i>a. Prove two triangles are congruent by applying the Side-Angle-Side, Angle-Side-Angle, Side-Side-Side, Angle-Angle-Side, and Hypotenuse-Leg congruence conditions.</i></p> <p><i>b. Prove theorems about the relationships within triangles,</i></p>	<p>GSRT.3* Prove that two triangles are similar using the Angle-Angle criterion and apply the proportionality of corresponding sides to solve problems and justify results.</p>	

**KEY CONCEPT: Trigonometry**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>including the Midsegment Theorem, the Angle Sum Theorem, and Exterior Angle Theorem, and apply these relationships to solve problems.</i></p> <p><i>c. Verify experimentally the conclusions of the concurrency theorems for the medians, altitudes, angle bisectors, and perpendicular bisectors in triangles and apply these relationships to solve problems.</i></p> <p><i>d. Prove properties of equilateral and isosceles triangles and apply them to solve problems and justify results.</i></p>		
<p><i>8.GM.5 Extend previous knowledge of angles to properties of triangles, similar figures, and parallel lines cut by a transversal. Discover that the three angles in a triangle sum to 180 degrees.</i></p> <p><i>a. Discover the relationship between interior and exterior angles of a triangle.</i></p> <p><i>b. Identify congruent and supplementary pairs of angles when two parallel lines are cut by a transversal.</i></p> <p><i>c. Recognize that two similar figures have congruent corresponding angles.</i></p>	<p><b>GSRT.4*</b> Prove, and apply in mathematical and real-world contexts, theorems involving similarity about triangles, including the following:</p> <p>a. A line drawn parallel to one side of a triangle divides the other two sides into parts of equal proportion.</p> <p>b. A line divides two sides of a triangle proportionally, then it is parallel to the third side.</p> <p>c. The square of the hypotenuse of a right triangle is equal to the sum of squares of the other two sides.</p>	
<p><i>G.T.1 Understand and apply triangle congruency relationships.</i></p> <p><i>a. Prove two triangles are congruent by applying the Side-Angle-Side, Angle-Side-Angle, Side-Side-Side, Angle-Angle-Side, and Hypotenuse-Leg congruence conditions.</i></p> <p><i>b. Prove theorems about the relationships within triangles, including the Midsegment Theorem, the Angle Sum Theorem, and Exterior Angle Theorem, and apply these relationships to solve problems.</i></p> <p><i>c. Verify experimentally the conclusions of the concurrency theorems for the medians, altitudes, angle bisectors, and perpendicular bisectors in triangles and apply these relationships to solve problems.</i></p> <p><i>d. Prove properties of equilateral and isosceles triangles and apply them to solve problems and justify results.</i></p>	<p><b>GSRT.5*</b> Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.</p>	

**KEY CONCEPT: Trigonometry**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>G.T.3 Understand and apply right triangle relationships.</i></p> <p><i>a. Prove the Pythagorean Theorem using triangle similarity and use the theorem and its converse to solve problems and justify results.</i></p> <p><i>b. Understand and apply properties of 45-45-90 and 30-60-90 triangles to solve problems and justify results.</i></p> <p><i>c. Understand how the properties of similar right triangles allow the trigonometric ratios to be defined and determine the sine, cosine, and tangent of an acute angle in a right triangle.</i></p> <p><i>d. Determine the lengths of sides and the measures of angles of a right triangle by applying the trigonometric ratios sine, cosine, and tangent in real-world and mathematical problems using calculators, computers, or trigonometric tables.</i></p> <p><i>e. Explain and use the relationship between the sine and cosine of complementary angles.</i></p> <p><i>f. Derive the formula <math>A = \frac{1}{2}ab \cdot \sin C</math> for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.</i></p>	<p>GSRT.6* Understand how the properties of similar right triangles allow the trigonometric ratios to be defined and determine the sine, cosine, and tangent of an acute angle in a right triangle.</p>	
<p><i>G.T.3 Understand and apply right triangle relationships.</i></p> <p><i>a. Prove the Pythagorean Theorem using triangle similarity and use the theorem and its converse to solve problems and justify results.</i></p> <p><i>b. Understand and apply properties of 45-45-90 and 30-60-90 triangles to solve problems and justify results.</i></p> <p><i>c. Understand how the properties of similar right triangles allow the trigonometric ratios to be defined and determine the sine, cosine, and tangent of an acute angle in a right triangle.</i></p> <p><i>d. Determine the lengths of sides and the measures of angles of a right triangle by applying the trigonometric ratios sine, cosine, and tangent in real-world and mathematical problems using calculators, computers, or trigonometric tables.</i></p> <p><i>e. Explain and use the relationship between the sine and cosine of complementary angles.</i></p> <p><i>f. Derive the formula <math>A = \frac{1}{2}ab \cdot \sin C</math> for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.</i></p>	<p>GSRT.7 Explain and use the relationship between the sine and cosine of complementary angles.</p>	

**KEY CONCEPT: Trigonometry**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p><i>G.T.3 Understand and apply right triangle relationships.</i></p> <p><i>a. Prove the Pythagorean Theorem using triangle similarity and use the theorem and its converse to solve problems and justify results.</i></p> <p><i>b. Understand and apply properties of 45-45-90 and 30-60-90 triangles to solve problems and justify results.</i></p> <p><i>c. Understand how the properties of similar right triangles allow the trigonometric ratios to be defined and determine the sine, cosine, and tangent of an acute angle in a right triangle.</i></p> <p><i>d. Determine the lengths of sides and the measures of angles of a right triangle by applying the trigonometric ratios sine, cosine, and tangent in real-world and mathematical problems using calculators, computers, or trigonometric tables.</i></p> <p><i>e. Explain and use the relationship between the sine and cosine of complementary angles.</i></p> <p><i>f. Derive the formula <math>A = \frac{1}{2}ab \cdot \sin C</math> for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.</i></p>	<p>GSRT.8* Solve right triangles in applied problems using trigonometric ratios and the Pythagorean Theorem.</p>	
<p><i>G.T.3 Understand and apply right triangle relationships.</i></p> <p><i>a. Prove the Pythagorean Theorem using triangle similarity and use the theorem and its converse to solve problems and justify results.</i></p> <p><i>b. Understand and apply properties of 45-45-90 and 30-60-90 triangles to solve problems and justify results.</i></p> <p><i>c. Understand how the properties of similar right triangles allow the trigonometric ratios to be defined and determine the sine, cosine, and tangent of an acute angle in a right triangle.</i></p> <p><i>d. Determine the lengths of sides and the measures of angles of a right triangle by applying the trigonometric ratios sine, cosine, and tangent in real-world and mathematical problems using calculators, computers, or trigonometric tables.</i></p> <p><i>e. Explain and use the relationship between the sine and cosine of complementary angles.</i></p> <p><i>Derive the formula <math>A = \frac{1}{2}ab \cdot \sin C</math> for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.</i></p>	<p>GSRT.9 Derive the formula <math>A = \frac{1}{2}ab \sin C</math> for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.</p>	

**KEY CONCEPT: Trigonometry**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>PC.T.6 Use trigonometric functions and equations to model and solve mathematical and real-world problems.</i></p> <p><i>a. Construct a trigonometric function to model sinusoidal phenomena given the amplitude, frequency, phase shift, and midline. Determine the amplitude, period, frequency, and phase shift of a sinusoidal function given a graphical or symbolic representation.</i></p> <p><i>b. Use the Law of Sines and the Law of Cosines to solve for unknown measures of sides and angles of oblique triangles that arise in mathematical and real-world problems.</i></p>	<p>GSRT.10 Prove the Laws of Sines and Cosines and use them to solve problems.</p>	
<p><i>PC.T.5 Derive and verify trigonometric identities.</i></p> <p><i>A. Justify the Pythagorean, even/odd, and cofunction identities for sine and cosine using their unit circle definitions and symmetries of the unit circle.</i></p> <p><i>b. Derive the Pythagorean, even/odd, and cofunction identities for tangent, cotangent, secant, and cosecant using the corresponding identities for sine and cosine.</i></p> <p><i>c. Apply the sum and difference formulas for sine, cosine, and tangent to solve problems. Derive the double-angle and half-angle formulas for sine, cosine, and tangent using the sum and difference formulas.</i></p> <p><i>d. Verify trigonometric identities using the standard identities.</i></p>	<p>GSRT.11 Use the Law of Sines and the Law of Cosines to solve for unknown measures of sides and angles of triangles that arise in mathematical and real-world problems</p>	

**KEY CONCEPT: Number and Quantity**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>IA.NQ.1 Reason quantitatively by using units appropriately in modeling situations.</i></p> <p><i>A. Understand that quantities are numbers with units, including derived units, and involve measurement.</i></p> <p><i>b. Specify and define quantities that appropriately describe the attributes of interest in a real-world problem, such as per-capita income, person-hours, or fatalities per vehicle-mile traveled.</i></p> <p><i>c. Choose and interpret appropriate labels, units, and scales</i></p>	<p>NQ.1* Use units of measurement to guide the solution of multi-step tasks. Choose and interpret appropriate labels, units, and scales when constructing graphs and other data displays.</p>	

**KEY CONCEPT: Number and Quantity**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<i>when quantities are displayed in a graph. D. Report the solution to a real-world problem using quantities with the appropriate level of accuracy for the given context.</i>		
<i>IA.NQ.1 Reason quantitatively by using units appropriately in modeling situations. A. Understand that quantities are numbers with units, including derived units, and involve measurement. b. Specify and define quantities that appropriately describe the attributes of interest in a real-world problem, such as per-capita income, person-hours, or fatalities per vehicle-mile traveled. c. Choose and interpret appropriate labels, units, and scales when quantities are displayed in a graph. D. Report the solution to a real-world problem using quantities with the appropriate level of accuracy for the given context.</i>	NQ.2* Label and define appropriate quantities in descriptive modeling contexts.	
	NQ.3* Choose a level of accuracy appropriate to limitations on measurement when reporting quantities in context.	
<i>A1.QE.5 Rewrite numerical and algebraic radical expressions involving square roots in simplest radical form.</i>	NRNS.1* Rewrite expressions involving simple radicals and rational exponents in different forms.	
<i>A2.RD.1 Apply algebraic knowledge to write radical expressions in different forms and to solve radical equations. a. Translate between radical and exponential forms of numerical and algebraic expressions and write radical expressions in simplest radical form. b. Apply the laws of exponents and properties of operations to evaluate and generate equivalent numerical and algebraic expressions involving rational exponents. c. Solve radical equations algebraically and graphically, indicating the existence of any extraneous solutions.</i>	NRNS.2* Use the definition of the meaning of rational exponents to translate between rational exponent and radical forms.	
<i>PC.R.1 Understand that rational functions are algebraically comparable to the rational numbers in that they are closed under the operations of addition, subtraction, multiplication, and division.</i>	NRNS.3 Explain why the sum or product of rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational	

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<p><i>A2.NQ.2 Understand complex numbers and perform arithmetic with complex numbers.</i></p> <p><i>a. Know there is a complex number <math>i</math> where <math>i^2 = -1</math> and that every complex number has the form <math>a + bi</math> where <math>a</math> and <math>b</math> are real numbers.</i></p> <p><i>b. Use the relation <math>i^2 = -1</math> and the commutative, associative, and distributive properties to add, subtract, multiply, and divide complex numbers and express those results in <math>a + bi</math> form.</i></p>	<p>NCNS.1* Know there is a complex number <math>i</math> such that <math>i^2 = -1</math>, and every complex number has the form <math>a + bi</math> with <math>a</math> and <math>b</math> real.</p>	
<p><i>A2.NQ.2 Understand complex numbers and perform arithmetic with complex numbers.</i></p> <p><i>a. Know there is a complex number <math>i</math> where <math>i^2 = -1</math> and that every complex number has the form <math>a + bi</math> where <math>a</math> and <math>b</math> are real numbers.</i></p> <p><i>b. Use the relation <math>i^2 = -1</math> and the commutative, associative, and distributive properties to add, subtract, multiply, and divide complex numbers and express those results in <math>a + bi</math> form.</i></p>	<p>NCNS.2 Use the relation <math>i^2 = -1</math> and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.</p>	
<p><i>PC.NC.1 Represent complex numbers and arithmetic algebraically and geometrically.</i></p> <p><i>a. Graph complex numbers in the complex plane, and represent complex numbers in rectangular and polar forms.</i></p> <p><i>b. Perform addition, subtraction, multiplication, division, and conjugation of complex numbers in rectangular and polar forms, and describe these operations geometrically.</i></p> <p><i>c. Determine the modulus of a complex number by multiplying by its conjugate and determine the distance between two complex numbers by calculating the modulus of their difference.</i></p> <p><i>d. Use DeMoivre's Theorem to calculate a power of a complex number.</i></p>	<p>NCNS.3 Find the conjugate of a complex number in rectangular and polar forms and use conjugates to find moduli and quotients of complex numbers.</p>	
<p><i>PC.NC.1 Represent complex numbers and arithmetic algebraically and geometrically.</i></p> <p><i>a. Graph complex numbers in the complex plane, and represent complex numbers in rectangular and polar forms.</i></p> <p><i>b. Perform addition, subtraction, multiplication, division, and conjugation of complex numbers in rectangular and polar forms, and describe these operations geometrically.</i></p> <p><i>c. Determine the modulus of a complex number by multiplying</i></p>	<p>NCNS.4 Graph complex numbers on the complex plane in rectangular and polar form and explain why the rectangular and polar forms of a given complex number represent the same number.</p>	

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<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>by its conjugate and determine the distance between two complex numbers by calculating the modulus of their difference.</i></p> <p><i>d. Use DeMoivre's Theorem to calculate a power of a complex number.</i></p>		
<p><b>A2.NQ.2</b> <i>Understand complex numbers and perform arithmetic with complex numbers.</i></p> <p><i>a. Know there is a complex number <math>i</math> where <math>i^2 = -1</math> and that every complex number has the form <math>a + bi</math> where <math>a</math> and <math>b</math> are real numbers.</i></p> <p><i>b. Use the relation <math>i^2 = -1</math> and the commutative, associative, and distributive properties to add, subtract, multiply, and divide complex numbers and express those results in <math>a + bi</math> form.</i></p>	<p><b>NCNS.5</b> Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation.</p>	
<p><b>PC.NC.1</b> <i>Represent complex numbers and arithmetic algebraically and geometrically.</i></p> <p><i>a. Graph complex numbers in the complex plane, and represent complex numbers in rectangular and polar forms.</i></p> <p><i>b. Perform addition, subtraction, multiplication, division, and conjugation of complex numbers in rectangular and polar forms, and describe these operations geometrically.</i></p> <p><i>c. Determine the modulus of a complex number by multiplying by its conjugate and determine the distance between two complex numbers by calculating the modulus of their difference.</i></p> <p><i>d. Use DeMoivre's Theorem to calculate a power of a complex number.</i></p>	<p><b>NCNS.6</b> Determine the modulus of a complex number by multiplying by its conjugate and determine the distance between two complex numbers by calculating the modulus of their difference.</p>	
<p><b>A2.P.4</b> <i>Solve polynomial equations, including quadratic equations that have complex solutions.</i></p> <p><i>a. Determine by substitution if a given complex number is the solution of a quadratic equation.</i></p> <p><i>b. Use a variety of techniques, including taking square roots, factoring, completing the square, and the quadratic formula to solve quadratic equations with complex solutions.</i></p> <p><i>c. Solve cubic equations and quartic equations algebraically and with technology. Algebraic methods include factoring the greatest common factor, factoring by grouping, factoring sums and differences of two cubes, and factoring quartics in quadratic form.</i></p>	<p><b>NCNS.7*</b> Solve quadratic equations in one variable that have complex solutions</p>	

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<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>PC.NC.1 Represent complex numbers and arithmetic algebraically and geometrically.</i></p> <p><i>a. Graph complex numbers in the complex plane, and represent complex numbers in rectangular and polar forms.</i></p> <p><i>b. Perform addition, subtraction, multiplication, division, and conjugation of complex numbers in rectangular and polar forms, and describe these operations geometrically.</i></p> <p><i>c. Determine the modulus of a complex number by multiplying by its conjugate and determine the distance between two complex numbers by calculating the modulus of their difference.</i></p> <p><i>d. Use DeMoivre's Theorem to calculate a power of a complex number.</i></p>	<p>NCNS.8 Extend polynomial identities to the complex numbers and use DeMoivre's Theorem to calculate a power of a complex number.</p>	
<p><i>PC.P.3 Understand and apply theorems about roots and factors of polynomials.</i></p> <p><i>a. Derive the Remainder Theorem from the Division Algorithm. Use the Remainder Theorem to explain the connection between the zeros of a polynomial and its linear factors.</i></p> <p><i>b. Know the Fundamental Theorem of Algebra and explain, using complex number arithmetic, why complex roots of polynomials with real coefficients must occur in conjugate pairs.</i></p> <p><i>c. Apply the Rational Roots Theorem to determine the possible rational roots of a polynomial with integer coefficients and use the Remainder Theorem to factor such a polynomial when rational roots are identified.</i></p> <p><i>d. Use the Binomial Theorem to factor squares, cubes, and fourth powers of binomials. Apply the Binomial Theorem to expand powers of binomials, including those with one and with two variables.</i></p>	<p>NCNS.9 Know the Fundamental Theorem of Algebra and explain why complex roots of polynomials with real coefficients must occur in conjugate pairs</p>	
<p><i>G.CTC.3 Represent and analyze figures in the coordinate plane.</i></p> <p><i>a. Analyze slopes of lines to determine whether lines are parallel, perpendicular, or neither.</i></p> <p><i>b. Write the equation of a line passing through a given point that is parallel or perpendicular to a given line.</i></p> <p><i>c. Derive the formulas for determining distance and midpoint</i></p>	<p>NVMQ.1 Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes.</p>	

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<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>and use those formulas to solve mathematical and real-world problems.</i></p> <p><i>d. Represent the sum and difference of two vectors geometrically using the parallelogram method.</i></p> <p><i>e. Use a scale drawing to determine the magnitude and direction of a resultant vector by direct measurement.</i></p> <p><i>f. Derive the standard equation of a circle given the center and radius using the definition of a circle and the distance formula.</i></p> <p><i>g. Determine the center and radius of a circle given the standard equation and write the standard equation of a circle given sufficient information for determining the center and radius.</i></p> <p><i>h. Rewrite the general form of the equation of a circle in standard form by completing the square.</i></p> <p><i>i. Graph circles on the coordinate plane and use circle properties to solve mathematical and real-world problems.</i></p>		
<p><i>G.CTC.3 Represent and analyze figures in the coordinate plane.</i></p> <p><i>a. Analyze slopes of lines to determine whether lines are parallel, perpendicular, or neither.</i></p> <p><i>b. Write the equation of a line passing through a given point that is parallel or perpendicular to a given line.</i></p> <p><i>c. Derive the formulas for determining distance and midpoint and use those formulas to solve mathematical and real-world problems.</i></p> <p><i>d. Represent the sum and difference of two vectors geometrically using the parallelogram method.</i></p> <p><i>e. Use a scale drawing to determine the magnitude and direction of a resultant vector by direct measurement.</i></p> <p><i>f. Derive the standard equation of a circle given the center and radius using the definition of a circle and the distance formula.</i></p> <p><i>g. Determine the center and radius of a circle given the standard equation and write the standard equation of a circle given sufficient information for determining the center and radius.</i></p> <p><i>h. Rewrite the general form of the equation of a circle in standard form by completing the square.</i></p>	<p><b>NVMQ.2</b> Represent and model with vector quantities. Use the coordinates of an initial point and of a terminal point to find the components of a vector.</p>	

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<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>i. Graph circles on the coordinate plane and use circle properties to solve mathematical and real-world problems.</i></p> <p><i>G.CTC.3 Represent and analyze figures in the coordinate plane.</i></p> <p><i>a. Analyze slopes of lines to determine whether lines are parallel, perpendicular, or neither.</i></p> <p><i>b. Write the equation of a line passing through a given point that is parallel or perpendicular to a given line.</i></p> <p><i>c. Derive the formulas for determining distance and midpoint and use those formulas to solve mathematical and real-world problems.</i></p> <p><i>d. Represent the sum and difference of two vectors geometrically using the parallelogram method.</i></p> <p><i>e. Use a scale drawing to determine the magnitude and direction of a resultant vector by direct measurement.</i></p> <p><i>f. Derive the standard equation of a circle given the center and radius using the definition of a circle and the distance formula.</i></p> <p><i>g. Determine the center and radius of a circle given the standard equation and write the standard equation of a circle given sufficient information for determining the center and radius.</i></p> <p><i>h. Rewrite the general form of the equation of a circle in standard form by completing the square.</i></p> <p><i>i. Graph circles on the coordinate plane and use circle properties to solve mathematical and real-world problems.</i></p>	<p>NVMQ.3 Represent and model with vector quantities. Solve problems involving velocity and other quantities that can be represented by vectors.</p>	
<p><i>G.CTC.3 Represent and analyze figures in the coordinate plane.</i></p> <p><i>a. Analyze slopes of lines to determine whether lines are parallel, perpendicular, or neither.</i></p> <p><i>b. Write the equation of a line passing through a given point that is parallel or perpendicular to a given line.</i></p> <p><i>c. Derive the formulas for determining distance and midpoint and use those formulas to solve mathematical and real-world problems.</i></p> <p><i>d. Represent the sum and difference of two vectors geometrically using the parallelogram method.</i></p> <p><i>e. Use a scale drawing to determine the magnitude and direction of a resultant vector by direct measurement.</i></p>	<p>NVMQ.4 Perform operations on vectors.</p> <p>a. Add and subtract vectors using components of the vectors and graphically.</p> <p>b. Given the magnitude and direction of two vectors, determine the magnitude of their sum and of their difference.</p>	

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<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>f. Derive the standard equation of a circle given the center and radius using the definition of a circle and the distance formula.</i></p> <p><i>g. Determine the center and radius of a circle given the standard equation and write the standard equation of a circle given sufficient information for determining the center and radius.</i></p> <p><i>h. Rewrite the general form of the equation of a circle in standard form by completing the square.</i></p> <p><i>i. Graph circles on the coordinate plane and use circle properties to solve mathematical and real-world problems.</i></p>		
<p><i>8.DSP.5 Organize data in matrices with rational numbers and apply to real-world and mathematical situations.</i></p> <p><i>a. Understand that a matrix is a way to organize data.</i></p> <p><i>b. Recognize that a <math>m \times n</math> matrix has <math>m</math> rows and <math>n</math> columns.</i></p> <p><i>c. Add and subtract matrices of the same size.</i></p> <p><i>d. Multiply a matrix by a scalar.</i></p>	<p>NVMQ.5 Multiply a vector by a scalar, representing the multiplication graphically and computing the magnitude of the scalar multiple.</p>	
<p><i>A2.P.6 Apply graphical and analytic knowledge to solve problems involving systems of equations and problems involving systems of inequalities.</i></p> <p><i>a. Solve a system of two equations consisting of a linear and a quadratic equation, or two quadratic equations, algebraically and graphically. Understand that such systems may have zero, one, two, or infinitely many solutions.</i></p> <p><i>b. Represent two-by-two and three-by-three linear systems in matrix form and use row reduction to solve such systems.</i></p> <p><i>c. Graph the solution of a linear inequality in two variables as a half-plane, and graph the solution set of a system of linear inequalities as the intersection of the corresponding half-planes.</i></p> <p><i>d. Use linear programming to optimize functions arising in real-world situations involving constraints which can be represented as a system of linear inequalities.</i></p>	<p>NVMQ.6* Use matrices to represent and manipulate data</p>	
<p><i>A2.P.6 Apply graphical and analytic knowledge to solve problems involving systems of equations and problems involving systems of inequalities.</i></p> <p><i>a. Solve a system of two equations consisting of a linear and a</i></p>	<p>NVMQ.7 Perform operations with matrices of appropriate dimensions including addition, subtraction, and scalar multiplication.</p>	

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<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>quadratic equation, or two quadratic equations, algebraically and graphically. Understand that such systems may have zero, one, two, or infinitely many solutions.</i></p> <p><i>b. Represent two-by-two and three-by-three linear systems in matrix form and use row reduction to solve such systems.</i></p> <p><i>c. Graph the solution of a linear inequality in two variables as a half-plane, and graph the solution set of a system of linear inequalities as the intersection of the corresponding half-planes.</i></p> <p><i>d. Use linear programming to optimize functions arising in real-world situations involving constraints which can be represented as a system of linear inequalities.</i></p>		
	<p>NVMQ.8 Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.</p>	
<p><i>A2.P.6 Apply graphical and analytic knowledge to solve problems involving systems of equations and problems involving systems of inequalities.</i></p> <p><i>a. Solve a system of two equations consisting of a linear and a quadratic equation, or two quadratic equations, algebraically and graphically. Understand that such systems may have zero, one, two, or infinitely many solutions.</i></p> <p><i>b. Represent two-by-two and three-by-three linear systems in matrix form and use row reduction to solve such systems.</i></p> <p><i>c. Graph the solution of a linear inequality in two variables as a half-plane, and graph the solution set of a system of linear inequalities as the intersection of the corresponding half-planes.</i></p> <p><i>d. Use linear programming to optimize functions arising in real-world situations involving constraints which can be represented as a system of linear inequalities.</i></p>	<p>NVMQ.9 Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.</p>	
	<p>NVMQ.10 Multiply a vector by a matrix of appropriate dimension to produce another vector. Work with matrices as transformations of vectors</p>	

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	NVMQ.11 Apply $2 \times 2$ matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.	

**KEY CONCEPT: Statistics and Probability**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>PS.P.1 Understand and use Venn diagrams.</i></p> <p><i>A. Use Venn diagrams to represent intersections, unions, and complements.</i></p> <p><i>B. Relate intersections, unions, and complements to the words and, or, and not.</i></p> <p><i>C. Represent sample spaces for compound events using Venn diagrams.</i></p>	<p>SPCR.1 Describe events as subsets of a sample space and</p> <p>a. Use Venn diagrams to represent intersections, unions, and complements.</p> <p>b. Relate intersections, unions, and complements to the words and, or, and not.</p> <p>c. Represent sample spaces for compound events using Venn diagrams.</p>	
<p><i>PS.P.2 Understand and apply concepts of probability.</i></p> <p><i>A. Describe two or more events as complementary, dependent, independent, and mutually exclusive.</i></p> <p><i>B. Explain the Law of Large Numbers and its application to probability.</i></p> <p><i>C. Apply the Addition Rule and the Multiplication Rule to determine probabilities, including conditional probabilities, and interpret the results in terms of the probability model.</i></p> <p><i>D. Use permutations and combinations to solve mathematical and real-world problems, including determining probabilities of compound events. Justify the results in terms of the probability model and interpret the results in context.</i></p> <p><i>E. Use geometric probability to solve mathematical and real-world problems. Justify the results in terms of the probability model and interpret the results in context.</i></p> <p><i>F. Distinguish between experimental and theoretical probabilities. Collect data on a chance event and use the relative frequency to estimate the theoretical probability of that</i></p>	<p>SPCR.2 Use the multiplication rule to calculate probabilities for independent and dependent events. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.</p>	

**KEY CONCEPT: Statistics and Probability**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>event. Determine whether a given probability model is consistent with experimental results.</i></p> <p><i>G. Compute conditional probability using two-way tables. Justify the results in terms of the probability model and interpret the results in context</i></p>		
<p><i>PS.P.2 Understand and apply concepts of probability.</i></p> <p><i>A. Describe two or more events as complementary, dependent, independent, and mutually exclusive.</i></p> <p><i>B. Explain the Law of Large Numbers and its application to probability.</i></p> <p><i>C. Apply the Addition Rule and the Multiplication Rule to determine probabilities, including conditional probabilities, and interpret the results in terms of the probability model.</i></p> <p><i>D. Use permutations and combinations to solve mathematical and real-world problems, including determining probabilities of compound events. Justify the results in terms of the probability model and interpret the results in context.</i></p> <p><i>E. Use geometric probability to solve mathematical and real-world problems. Justify the results in terms of the probability model and interpret the results in context.</i></p> <p><i>F. Distinguish between experimental and theoretical probabilities. Collect data on a chance event and use the relative frequency to estimate the theoretical probability of that event. Determine whether a given probability model is consistent with experimental results.</i></p> <p><i>G. Compute conditional probability using two-way tables. Justify the results in terms of the probability model and interpret the results in context</i></p>	<p>SPCR.3 Understand the conditional probability of A given B as <math>P(A \text{ and } B)/P(B)</math>, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.</p>	
<p><i>PS.P.2 Understand and apply concepts of probability.</i></p> <p><i>A. Describe two or more events as complementary, dependent, independent, and mutually exclusive.</i></p> <p><i>B. Explain the Law of Large Numbers and its application to probability.</i></p> <p><i>C. Apply the Addition Rule and the Multiplication Rule to determine probabilities, including conditional probabilities, and interpret the results in terms of the probability model.</i></p>	<p>SPCR.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities.</p>	

**KEY CONCEPT: Statistics and Probability**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>D. Use permutations and combinations to solve mathematical and real-world problems, including determining probabilities of compound events. Justify the results in terms of the probability model and interpret the results in context.</i></p> <p><i>E. Use geometric probability to solve mathematical and real-world problems. Justify the results in terms of the probability model and interpret the results in context.</i></p> <p><i>F. Distinguish between experimental and theoretical probabilities. Collect data on a chance event and use the relative frequency to estimate the theoretical probability of that event. Determine whether a given probability model is consistent with experimental results.</i></p> <p><i>G. Compute conditional probability using two-way tables. Justify the results in terms of the probability model and interpret the results in context</i></p>		
<p><i>PS.P.2 Understand and apply concepts of probability.</i></p> <p><i>A. Describe two or more events as complementary, dependent, independent, and mutually exclusive.</i></p> <p><i>B. Explain the Law of Large Numbers and its application to probability.</i></p> <p><i>C. Apply the Addition Rule and the Multiplication Rule to determine probabilities, including conditional probabilities, and interpret the results in terms of the probability model.</i></p> <p><i>D. Use permutations and combinations to solve mathematical and real-world problems, including determining probabilities of compound events. Justify the results in terms of the probability model and interpret the results in context.</i></p> <p><i>E. Use geometric probability to solve mathematical and real-world problems. Justify the results in terms of the probability model and interpret the results in context.</i></p> <p><i>F. Distinguish between experimental and theoretical probabilities. Collect data on a chance event and use the relative frequency to estimate the theoretical probability of that event. Determine whether a given probability model is consistent with experimental results.</i></p> <p><i>G. Compute conditional probability using two-way tables.</i></p>	<p>SPCR.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.</p>	

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<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<i>Justify the results in terms of the probability model and interpret the results in context</i>		
	SPCR.6 Calculate the conditional probability of an event A given event B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.	
<p><i>PS.P.2 Understand and apply concepts of probability.</i></p> <p><i>A. Describe two or more events as complementary, dependent, independent, and mutually exclusive.</i></p> <p><i>B. Explain the Law of Large Numbers and its application to probability.</i></p> <p><i>C. Apply the Addition Rule and the Multiplication Rule to determine probabilities, including conditional probabilities, and interpret the results in terms of the probability model.</i></p> <p><i>D. Use permutations and combinations to solve mathematical and real-world problems, including determining probabilities of compound events. Justify the results in terms of the probability model and interpret the results in context.</i></p> <p><i>E. Use geometric probability to solve mathematical and real-world problems. Justify the results in terms of the probability model and interpret the results in context.</i></p> <p><i>F. Distinguish between experimental and theoretical probabilities. Collect data on a chance event and use the relative frequency to estimate the theoretical probability of that event. Determine whether a given probability model is consistent with experimental results.</i></p> <p><i>G. Compute conditional probability using two-way tables. Justify the results in terms of the probability model and interpret the results in context</i></p>	SPCR.7 Apply the Addition Rule and the Multiplication Rule to determine probabilities, including conditional probabilities, and interpret the results in terms of the probability model	
<p><i>PS.P.2 Understand and apply concepts of probability.</i></p> <p><i>A. Describe two or more events as complementary, dependent, independent, and mutually exclusive.</i></p> <p><i>B. Explain the Law of Large Numbers and its application to probability.</i></p>	SPCR.8 Use permutations and combinations to solve mathematical and real-world problems, including determining probabilities of compound events. Justify the results.	

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<p><i>C. Apply the Addition Rule and the Multiplication Rule to determine probabilities, including conditional probabilities, and interpret the results in terms of the probability model.</i></p> <p><i>D. Use permutations and combinations to solve mathematical and real-world problems, including determining probabilities of compound events. Justify the results in terms of the probability model and interpret the results in context.</i></p> <p><i>E. Use geometric probability to solve mathematical and real-world problems. Justify the results in terms of the probability model and interpret the results in context.</i></p> <p><i>F. Distinguish between experimental and theoretical probabilities. Collect data on a chance event and use the relative frequency to estimate the theoretical probability of that event. Determine whether a given probability model is consistent with experimental results.</i></p> <p><i>G. Compute conditional probability using two-way tables. Justify the results in terms of the probability model and interpret the results in context</i></p>	<p>.</p>	
<p><i>PS.PD.1 Understand probability distributions and use them to solve problems.</i></p> <p><i>a. Construct and compare theoretical and experimental probability distributions and use those distributions to find expected values.</i></p> <p><i>b. Use the binomial and geometric probability distributions for discrete random variables to solve real-world problems. Justify the results in terms of the probability model and interpret the results in context.</i></p> <p><i>c. Identify the expected value of a random variable as the mean of its probability distribution. Find expected values by assigning probabilities to payoff values. Use expected values to evaluate and compare strategies in real-world scenarios.</i></p> <p><i>e. Identify properties of a normal distribution and apply the normal distribution to determine probabilities and percentiles using tables and technology.</i></p>	<p>SPMJ.1* Understand statistics and sampling distributions as a process for making inferences about population parameters based on a random sample from that population.</p>	
<p><i>PS.P.2 Understand and apply concepts of probability.</i></p> <p><i>A. Describe two or more events as complementary, dependent,</i></p>	<p>SPMJ.2* Distinguish between experimental and theoretical probabilities. Collect data on a chance</p>	

**KEY CONCEPT: Statistics and Probability**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>independent, and mutually exclusive.</i></p> <p><i>B. Explain the Law of Large Numbers and its application to probability.</i></p> <p><i>C. Apply the Addition Rule and the Multiplication Rule to determine probabilities, including conditional probabilities, and interpret the results in terms of the probability model.</i></p> <p><i>D. Use permutations and combinations to solve mathematical and real-world problems, including determining probabilities of compound events. Justify the results in terms of the probability model and interpret the results in context.</i></p> <p><i>E. Use geometric probability to solve mathematical and real-world problems. Justify the results in terms of the probability model and interpret the results in context.</i></p> <p><i>F. Distinguish between experimental and theoretical probabilities. Collect data on a chance event and use the relative frequency to estimate the theoretical probability of that event. Determine whether a given probability model is consistent with experimental results.</i></p> <p><i>G. Compute conditional probability using two-way tables. Justify the results in terms of the probability model and interpret the results in context</i></p>	<p>event and use the relative frequency to estimate the theoretical probability of that event. Determine whether a given probability model is consistent with experimental results.</p>	
<p><i>PS.SR.3 Plan and conduct a survey to answer a statistical question. The plan should address sampling technique and methods to reduce bias. Create a presentation summarizing the findings and justifying the conclusion(s) using appropriate statistical terms.</i></p>	<p>SPMJ.3 Plan and conduct a survey to answer a statistical question. Recognize how the plan addresses sampling technique, randomization, measurement of experimental error and methods to reduce bias.</p>	
	<p>SPMJ.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.</p>	
<p><i>PS.SR.2 Distinguish between experiments and observational studies. Determine which of two or more possible experimental designs will best answer a given research question and justify the choice.</i></p>	<p>SPMJ.5 Distinguish between experiments and observational studies. Determine which of two or more possible experimental designs will best answer a given research question and justify the choice based on statistical significance.</p>	

**KEY CONCEPT: Statistics and Probability**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<i>PS.SR.1 Evaluate claims and conclusions in published reports or articles based on data by analyzing study design and the collection, analysis, and display of the data. Identify sources and causes of bias in statistical studies and describe methods to control or reduce bias.</i>	SPMJ.6 Evaluate claims and conclusions in published reports or articles based on data by analyzing study design and the collection, analysis, and display of the data.	
<i>PS.DS.2 Create graphical displays of categorical and quantitative data. a. Create graphical displays of univariate categorical data, including Pareto charts and pie charts. b. Create graphical displays of univariate quantitative data, including stem-and-leaf plots, box plots, dot plots, histograms, frequency polygons, and cumulative frequency distributions (ogives), using appropriate technology.</i>	SPID.1* Select and create an appropriate display, including dot plots, histograms, and box plots, for data that includes all real numbers.	
<i>PS.DS.3 Analyze and compare data sets graphically and quantitatively. a. Recognize and explain misleading uses of data and distortions in data displays. b. Analyze graphical displays of quantitative data to identify shape, center, spread, clusters, gaps, and outliers. c. Explain the meanings of the standard deviation and interquartile range of a data set and the significance of these values relative to the values in the data set. d. Classify distributions as symmetric, positively skewed, or negatively skewed and explain the significance of the shape of a distribution on determining appropriate measures of center (mean and median) and spread (standard deviation and interquartile range). e. Predict the effect of transformations of data on the shape of the distribution and on measures of center and spread. f. Compare the distributions of two or more univariate data sets by analyzing centers and spreads, clusters and gaps, shapes, and outliers. g. Analyze bivariate categorical data using two-way tables and identify possible associations between the two categories using marginal, joint, and conditional frequencies.</i>	SPID.2* Use statistics appropriate to the shape of the data distribution to compare center and spread of two or more different data sets that include all real numbers.	

**KEY CONCEPT: Statistics and Probability**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p><i>PS.DS.3 Analyze and compare data sets graphically and quantitatively.</i></p> <p><i>a. Recognize and explain misleading uses of data and distortions in data displays.</i></p> <p><i>b. Analyze graphical displays of quantitative data to identify shape, center, spread, clusters, gaps, and outliers.</i></p> <p><i>c. Explain the meanings of the standard deviation and interquartile range of a data set and the significance of these values relative to the values in the data set.</i></p> <p><i>d. Classify distributions as symmetric, positively skewed, or negatively skewed and explain the significance of the shape of a distribution on determining appropriate measures of center (mean and median) and spread (standard deviation and interquartile range).</i></p> <p><i>e. Predict the effect of transformations of data on the shape of the distribution and on measures of center and spread.</i></p> <p><i>f. Compare the distributions of two or more univariate data sets by analyzing centers and spreads, clusters and gaps, shapes, and outliers.</i></p> <p><i>g. Analyze bivariate categorical data using two-way tables and identify possible associations between the two categories using marginal, joint, and conditional frequencies.</i></p>	<p>SPID.3* Summarize and represent data from a single data set. Interpret differences in shape, center, and spread in the context of the data set, accounting for possible effects of extreme data points (outliers).</p>	
	<p>SPID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.</p>	
<p><i>PS.DS.3 Analyze and compare data sets graphically and quantitatively.</i></p> <p><i>a. Recognize and explain misleading uses of data and distortions in data displays.</i></p> <p><i>b. Analyze graphical displays of quantitative data to identify shape, center, spread, clusters, gaps, and outliers.</i></p> <p><i>c. Explain the meanings of the standard deviation and interquartile range of a data set and the significance of these</i></p>	<p>SPID.5* Analyze bivariate categorical data using two-way tables and identify possible associations between the two categories using marginal, joint, and conditional frequencies.</p>	

**KEY CONCEPT: Statistics and Probability**

Oct 20 Math Standards	Feb 11 Math Standards	Notes
<p><i>values relative to the values in the data set.</i></p> <p><i>d. Classify distributions as symmetric, positively skewed, or negatively skewed and explain the significance of the shape of a distribution on determining appropriate measures of center (mean and median) and spread (standard deviation and interquartile range).</i></p> <p><i>e. Predict the effect of transformations of data on the shape of the distribution and on measures of center and spread.</i></p> <p><i>f. Compare the distributions of two or more univariate data sets by analyzing centers and spreads, clusters and gaps, shapes, and outliers.</i></p> <p><i>g. Analyze bivariate categorical data using two-way tables and identify possible associations between the two categories using marginal, joint, and conditional frequencies.</i></p>		
<p><i>PS.CR.4 Create residual plots and analyze those plots to compare the fit of linear, quadratic, and exponential models to a given data set. Select the appropriate model and use it to make predictions.</i></p>	<p>CHECK SPID.6* Using technology, create scatterplots and analyze those plots to compare the fit of linear, quadratic, or exponential models to a given data set. Select the appropriate model, fit a function to the data set, and use the function to solve problems in the context of the data.</p>	
<p><i>A1.L.3 Create a linear function to model a real-world problem and interpret the meaning of the slope and intercepts in the context of the given problem. Recognize that a function represents a proportional relationship when the y-intercept is zero.</i></p>	<p>SPID.7* Create a linear function to graphically model data from a real-world problem and interpret the meaning of the slope and intercept(s) in the context of the given problem.</p>	
<p><i>PS.CR.2 Use technology to determine regression lines (lines of best fit) and correlation coefficients for bivariate data sets. Interpret the meaning of the slope and intercept in the context of the data. Use regression lines to make predictions and use correlation coefficients to assess the reliability of the predictions.</i></p>	<p>SPID.8* Using technology, compute and interpret the correlation coefficient of a linear fit.</p>	
<p><i>PS.CR.5 Differentiate between correlation and causation when describing the relationship between two variables. Identify potential lurking variables which may explain an association between two variables.</i></p>	<p>SPID.9 Differentiate between correlation and causation when describing the relationship between two variables. Identify potential lurking variables which may explain an association between two variables.</p>	

**KEY CONCEPT: Statistics and Probability**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<i>PS.CR.4 Create residual plots and analyze those plots to compare the fit of linear, quadratic, and exponential models to a given data set. Select the appropriate model and use it to make predictions.</i>	SPID.10 Create residual plots and analyze those plots to compare the fit of linear, quadratic, and exponential models to a given data set. Select the appropriate model and use it for interpolation.	
<i>PS.PD.1 Understand probability distributions and use them to solve problems.</i> <i>a. Construct and compare theoretical and experimental probability distributions and use those distributions to find expected values.</i> <i>b. Use the binomial and geometric probability distributions for discrete random variables to solve real-world problems. Justify the results in terms of the probability model and interpret the results in context.</i> <i>c. Identify the expected value of a random variable as the mean of its probability distribution. Find expected values by assigning probabilities to payoff values. Use expected values to evaluate and compare strategies in real-world scenarios.</i> <i>d. Identify properties of a normal distribution and apply the normal distribution to determine probabilities and percentiles using tables and technology</i>	SPMD.1 Develop the probability distribution for a random variable defined for a sample space in which a theoretical probability can be calculated and graph the distribution.	
<i>PS.PD.1 Understand probability distributions and use them to solve problems.</i> <i>a. Construct and compare theoretical and experimental probability distributions and use those distributions to find expected values.</i> <i>b. Use the binomial and geometric probability distributions for discrete random variables to solve real-world problems. Justify the results in terms of the probability model and interpret the results in context.</i> <i>c. Identify the expected value of a random variable as the mean of its probability distribution. Find expected values by assigning probabilities to payoff values. Use expected values to evaluate and compare strategies in real-world scenarios.</i> <i>d. Identify properties of a normal distribution and apply the normal distribution to determine probabilities and percentiles using tables and technology</i>	SPMD.2 Calculate the expected value of a random variable as the mean of its probability distribution. Find expected values by assigning probabilities to payoff values. Use expected values to evaluate and compare strategies in real-world scenarios.	

**KEY CONCEPT: Statistics and Probability**

<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<i>PS.PD.1 Understand probability distributions and use them to solve problems. a. Construct and compare theoretical and experimental probability distributions and use those distributions to find expected values. b. Use the binomial and geometric probability distributions for discrete random variables to solve real-world problems. Justify the results in terms of the probability model and interpret the results in context. c. Identify the expected value of a random variable as the mean of its probability distribution. Find expected values by assigning probabilities to payoff values. Use expected values to evaluate and compare strategies in real-world scenarios. d. Identify properties of a normal distribution and apply the normal distribution to determine probabilities and percentiles using tables and technology</i>	SPMD.3 Construct and compare theoretical and experimental probability distributions and use those distributions to find expected values.	
<i>PS.SR.1 Evaluate claims and conclusions in published reports or articles based on data by analyzing study design and the collection, analysis, and display of the data. Identify sources and causes of bias in statistical studies and describe methods to control or reduce bias.</i>	SPMD.4* Use probability to evaluate outcomes of decisions by finding expected values and determine if decisions are fair.	
	SPMD.5* Use probability to evaluate outcomes of decisions. Use probabilities to make fair decisions.	This standards appears to be similar to the one listed above.
<i>PS.SR.1 Evaluate claims and conclusions in published reports or articles based on data by analyzing study design and the collection, analysis, and display of the data. Identify sources and causes of bias in statistical studies and describe methods to control or reduce bias.</i>	SPMD.6* Analyze decisions and strategies using probability concepts.	

<b>KEY CONCEPT: Calculus</b>		
<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p>C.LC.1 Understand the concept of a limit graphically, numerically, analytically, and verbally.</p> <p>a. Estimate and verify limits using tables, graphs of functions, and technology.</p> <p>b. Calculate limits, including one-sided limits, algebraically using substitution, simplification, rationalization, and the limit laws for constant multiples, sums, differences, products, and quotients.</p> <p>c. Calculate infinite limits and limits at infinity. Understand that infinite limits and limits at infinity provide information regarding the asymptotes of certain functions, including rational, exponential and logarithmic functions.</p>	<p>LC.1 Understand the concept of a limit graphically, numerically, analytically, and contextually.</p> <p>a. Estimate and verify limits using tables, graphs of functions, and technology.</p> <p>b. Calculate limits, including one-sided limits, algebraically using direct substitution, simplification, rationalization, and the limit laws for constant multiples, sums, differences, products, and quotients.</p> <p>c. Calculate infinite limits and limits at infinity. Understand that infinite limits and limits at infinity provide information regarding the asymptotes of certain functions, including rational, exponential and logarithmic functions.</p>	
<p>C.LC.2 Understand the definition and graphical interpretation of continuity of a function.</p> <p>a. Apply the definition of continuity of a function at a point to solve problems.</p> <p>b. Classify discontinuities as removable, jump, or infinite. Justify that classification using the definition of continuity.</p> <p>c. Understand the Intermediate Value Theorem and apply the theorem to prove the existence of solutions of equations arising in mathematical and real-world problems.</p>	<p>LC.2 Understand the definition and graphical interpretation of continuity of a function.</p> <p>a. Apply the definition of continuity of a function at a point to solve problems.</p> <p>b. Classify discontinuities as removable, jump, or infinite. Justify that classification using the definition of continuity.</p> <p>c. Understand the Intermediate Value Theorem and apply the theorem to prove the existence of solutions of equations arising in mathematical and real-world problems.</p>	

<b>KEY CONCEPT: Calculus</b>		
<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p>C.D.1</p> <p>Understand the concept of the derivative of a function geometrically, numerically, analytically, and verbally.</p> <p>a. Interpret the value of the derivative of a function as the slope of the corresponding tangent line.</p> <p>b. Interpret the value of the derivative as an instantaneous</p>	<p>D.1</p> <p>Understand the concept of the derivative of a function geometrically, numerically, analytically, and verbally.</p> <p>a. Interpret the value of the derivative of a function as the slope of the corresponding tangent line.</p>	

<p>rate of change in a variety of real-world contexts, such as velocity and population growth.</p> <p>c. Approximate the derivative graphically by finding the slope of the tangent line drawn to a curve at a given point and numerically by using the difference quotient.</p> <p>d. Understand graphically and analytically the relationship between differentiability and continuity.</p> <p>e. Explain graphically and analytically the relationship between the average rate of change and the instantaneous rate of change.</p> <p>f. Understand the definition of the derivative and use this definition to determine the derivatives of various functions.</p>	<p>b. Interpret the value of the derivative as an instantaneous rate of change in a variety of real-world contexts such as velocity and population growth.</p> <p>c. Approximate the derivative graphically by finding the slope of the tangent line drawn to a curve at a given point and numerically by using the difference quotient.</p> <p>d. Understand and explain graphically and analytically the relationship between differentiability and continuity.</p> <p>e. Explain graphically and analytically the relationship between the average rate of change and the instantaneous rate of change.</p> <p>f. Understand the definition of the derivative and use this definition to determine the derivatives of various functions.</p>	
<p>C.D.2 Apply the rules of differentiation to functions.</p> <p>a. Know the derivatives of constant, power, trigonometric, inverse trigonometric, exponential, and logarithmic functions.</p> <p>b. Use the constant multiple, sum, difference, product, quotient, and chain rules to find the derivatives of functions.</p> <p>c., Understand and apply the methods of implicit and logarithmic differentiation.</p>	<p>D.2 Apply the rules of differentiation to functions.</p> <p>a. Know and apply the derivatives of constant, power, trigonometric, inverse trigonometric, exponential, and logarithmic functions.</p> <p>b. Use the constant multiple, sum, difference, product, quotient, and chain rules to find the derivatives of functions.</p> <p>c. Understand and apply the methods of implicit and logarithmic differentiation.</p>	
<p>C.D.3 Apply theorems and rules of differentiation to solve mathematical and real-world problems.</p> <p>a. Explain geometrically and verbally the mathematical and real-world meanings of the Extreme Value Theorem and the Mean Value Theorem.</p> <p>b. Write an equation of a line tangent to the graph of a function at a point.</p> <p>c. Understand the relationship between the increasing/decreasing behavior of <math>f</math> and the signs of <math>f'</math>. Use the relationship to generate a graph of <math>f</math> given the graph of <math>f'</math>, and vice versa, and to identify relative and absolute extrema of <math>f</math>.</p> <p>d. Understand the relationships among the concavity of the graph of <math>f</math>, the increasing/decreasing behavior of <math>f'</math> and the signs of <math>f''</math>. Use those relationships to generate graphs of <math>f</math>, <math>f'</math>, and <math>f''</math> given any one of them and identify the points of</p>	<p>D.3 Apply theorems and rules of differentiation to solve mathematical and real-world problems.</p> <p>a. Explain geometrically and verbally the mathematical and real-world meanings of the Extreme Value Theorem and the Mean Value Theorem.</p> <p>b. Write an equation of a line tangent to the graph of a function at a point.</p> <p>c. Explain the relationship between the increasing/decreasing behavior of <math>f</math> and the signs of <math>f'</math>. Use the relationship to generate a graph of <math>f</math> given the graph of <math>f'</math>, and vice versa, and to identify relative and absolute extrema of <math>f</math>.</p> <p>d. Explain the relationships among the concavity of the graph of <math>f</math>, the increasing/decreasing behavior of <math>f'</math> and the signs of <math>f''</math>. Use those relationships to generate graphs of <math>f</math>, <math>f'</math>, and <math>f''</math> given any one of them and identify the</p>	

<p>inflection of <math>f</math>.</p> <p>e. Solve a variety of real-world problems involving related rates, optimization, linear approximation, and rates of change.</p>	<p>points of inflection of <math>f</math>.</p> <p>e. Solve a variety of real-world problems involving related rates, optimization, linear approximation, and rates of change.</p>	
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<b>KEY CONCEPT: Calculus</b>		
<b>Oct 20 Math Standards</b>	<b>Feb 11 Math Standards</b>	<b>Notes</b>
<p>C.I.1</p> <p>Understand the concept of the integral of a function geometrically, numerically, analytically, and contextually.</p> <p>a. Explain how the definite integral is used to solve area problems.</p> <p>b. Approximate definite integrals by calculating Riemann sums using left, right, and mid-point evaluations, and using trapezoidal sums.</p> <p>c. Interpret the definite integral as a limit of Riemann sums.</p> <p>d. Explain the relationship between the integral and derivative as expressed in both parts of the Fundamental Theorem of Calculus. Interpret the relationship in terms of rates of change.</p>	<p>C.I.1</p> <p>Understand the concept of the integral of a function geometrically, numerically, analytically, and verbally.</p> <p>a. Understand that the definite integral is used to solve area problems.</p> <p>b. Approximate definite integrals by calculating Riemann sums using left, right, and mid-point evaluations, and using trapezoidal sums.</p> <p>c. Interpret the definite integral as a limit of Riemann sums.</p> <p>d. Understand the relationship between the integral and derivative as expressed in both parts of the Fundamental Theorem of Calculus. Interpret the relationship in terms of rates of change.</p>	
<p>C.I.2 Apply theorems and rules of integration to solve mathematical and real-world problems.</p> <p>a. Apply the Fundamental Theorem of Calculus to solve mathematical and real-world problems.</p> <p>b. Explain graphically and verbally the properties of the definite integral. Apply these properties to evaluate basic definite integrals.</p> <p>c. Evaluate integrals using substitution.</p>	<p>C.I.2 Apply theorems and rules of integration to solve mathematical and real-world problems.</p> <p>a. Apply the Fundamental Theorems of Calculus to solve mathematical and real-world problems.</p> <p>b. Explain graphically and verbally the properties of the definite integral. Apply these properties to evaluate basic definite integrals.</p> <p>c. Evaluate integrals using substitution.</p>	

**The following table outlines revisions requested by members of the EOC’s Math Standards Evaluation Team, either working together or alongside the joint evaluation/writing team, which were incorporated into the draft Math standards receiving first-reading approval from the SC State Board of Education on January 21, 2015. Staff from the SCDE assisted in providing guidance on how specific concerns were addressed within the standards.**

<b>K-12</b>	
<b>Recommendation</b>	<b>How recommendation is addressed in current draft</b>
To standard 1.NSBT.1 Add to part c: “...number names, expanded form, and in an equation.”	c. read, write and represent numbers to 100 using concrete models, standard form, and equations in expanded form.
To standard 1.NSBT.2 Add to part c: “...tens and ones in a variety of ways (e.g. $52 = 5$ tens and $2$ ones = $4$ tens and $12$ ones, etc)”	c. two-digit numbers can be decomposed in a variety of ways (e.g., $52$ can be decomposed as $5$ tens and $2$ ones or $4$ tens and $12$ ones, etc.) and record the decomposition as an equation.
Vagueness here results in difficult measurability. Consider adding: “...reasoning used through multiple representations and use of a variety of concrete models.”	1.NSBT.5 Determine the number that is 10 more or 10 less than a given number through 99 and explain the reasoning verbally and with multiple representations including concrete models.
The inclusion of direct references to CGI problem types is appreciated. It is also important to note the unknowns in all positions. Consequently, Add: “...within 20 with unknowns in all positions.”	1.ATO.1 Solve real-world/story problems <u>using addition</u> (as a joining action and as a part-part-whole action) <u>and subtraction</u> (as a separation action, finding parts of the whole, and as a comparison) through 20 with unknowns in all positions.
Consider the following rewording to improve mathematical precision: “Apply commutative and associate properties of addition to find the sum of two or three addends with a sum up to 20.”	1.ATO.3 Apply Commutative and Associative Properties of Addition to find the sum (through 20) of two or three addends.
There are two separate standards here that need to be measured independent of one another. That is, I can be fluent with facts within 10 but not be able to add/sub all the way to 20, or vice versa. Thus the two standards are: (a) Add and subtract within 20	1.ATO.6 Demonstrate a. addition and subtraction through 20 b. fluency with addition and related subtraction facts through 10

<p>(b) Demonstrate fluency with addition and subtraction facts within 10 The word basic is not needed in the second standard here.</p>	
<p>Needs clarification of which meaning of the equal sign. The following reword will clarify: “Understand the meaning of the equal sign as a relation between two quantities (sameness) and determine if ...”</p>	<p>1.ATO.7 Understand the meaning of the equal sign as a relationship between two quantities (sameness) and determine if equations involving addition and subtraction are true.</p>
<p>As was the case in Kindergarten, the number of items in the pattern needs to be defined (it is recommended to limit 2 – 4 objects in the pattern (e.g. ABCDABCD). Further is it recommended that the following language be added: “...explain reasoning using pictures and words.”</p>	<p>1.ATO.9 Create, extend and explain using pictures and words for: a. repeating patterns (e.g., AB, AAB, ABB, and ABC type patterns); b. growing patterns (between 2 and 4 terms/figures).</p>
<p>Lacks clarity and measurability. Consider the following language: Combine two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape in more than one way. (Note: students do not need to learn formal names for shapes)</p>	<p>1.G.2 Combine two-dimensional shapes (square, rectangle, triangle, hexagon, rhombus, and trapezoid) or three-dimensional shapes (cube, rectangular prism, cone, and cylinder) in more than one way to form a composite shape.</p>
<p>The review committee found no compelling reason for students to know the three-dimensional shape terminology at this grade level. Consequently, it is recommend that the standard read: “Identify and describe the two dimensional shapes rhombus and trapezoid.”</p>	<p>1.G.4 Identify and name two-dimensional shapes (square, rectangle, triangle, hexagon, rhombus, trapezoid, and circle).</p>
<p>Add “...of same size units of length <u>with no gaps or overlaps.</u>”</p>	<p>1.MDA.2 Use nonstandard physical models to show the length of an object as the number of same size units of length with no gaps or overlaps.</p>
<p>it is recommended that “or” be replaced with “and”: “...picture graphs, bar charts, t-charts, and tallies.”</p>	<p>1.MDA.4 Collect, organize, and represent data with up to 3 categories using object graphs, picture graphs, t-charts and</p>

	tallies.
the following wording is recommended: “ the hundreds digit in a three-digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones;”	2.NBST.1 Understand place value through 999 by demonstrating that: a. 100 can be thought of as a bundle (group) of ten tens called a “hundred”; b. the hundreds digit in a three-digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones; c. three-digit numbers can be decomposed in multiple ways (e.g., 524 can be decomposed as 5 hundreds, 2 tens and 4 ones or 4 hundreds, 12 tens, and 4 ones, etc.)
Fluency is predicated on a strong understanding of place value and number relationships, as such the following wording is suggested: “Add and subtract fluently within 100 using knowledge of place value and properties of operations.”	2.NBST.5 Add and subtract fluently through 99 using knowledge of place value and properties of operations.
An algorithm (traditional, student invented, etc.) is subsumed in the term “strategies.” Therefore, we recommend removing the word algorithms and leave as simply “strategies.” “Add up to four two-digit numbers using strategies based on knowledge of place value and properties of operations.”	2.NBST.5 Add and subtract fluently through 99 using knowledge of place value and properties of operations.
An algorithm (traditional, student invented, etc.) is subsumed in the term “strategies.” Therefore, we recommend removing the word algorithms and leave as simply “strategies.” “Add up to four two-digit numbers using strategies based on knowledge of place value and properties of operations.”	2.NBST.6 Add up to four two-digit numbers using strategies based on knowledge of place value and properties of operations.
As operations are extended to larger place value parts, there is a pattern across grade levels of returning to multiple representations to demonstrate mathematical understanding. The review committee appreciates this construction and	2.NBST.7 Add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value understanding.

<p>would like to see it present in this standard:  “Add and subtract within 1000 using concrete models, pictures, and symbols which convey strategies connected to place value understanding.”</p>	
<p>Clarify wording: “...explain the reasoning used <u>verbally and in writing</u>.”</p>	<p>2.NBST.8 Determine the number that is 10 or 100 more or less than a given number through 1,000 and explain the reasoning verbally and in writing.</p>
<p>Problem types are analogous and equally important in grade 2. Standard would then read:  “Solve story problems, including lengths that are given in the same units, using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) within 100 with unknowns in all positions.”</p>	<p>2.ATO.1 Solve one- and two-step real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 99 <u>with unknowns in all positions</u>.</p>
<p>Suggested pathways are included here (“using pairings of objects”), which the committee appreciates. Further pathways are necessary to included:  “Determine whether a number up to 20 is odd or even using pairings of objects, counting by twos, or finding equal addends to represent the numbers.”</p>	<p>2.ATO.3 Determine whether a number through 20 is odd or even using pairings of objects, counting by twos, or finding two equal addends to represent the number (e.g., <math>3 + 3 = 6</math>).</p>
<p>we suggest replacing “equal groups” with “equal addends”</p>	<p>2.ATO.4 Use repeated addition to find the total number of objects arranged in a rectangular array with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>
<p>In lieu of this standard, the committee recommends the following:  “Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.”</p>	<p>2.G.1 Identify triangles, quadrilaterals, hexagons, and cubes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.</p>

<p>Examples of appropriate tools are needed here.  “... appropriate tools (e.g. rulers, yardsticks, meter sticks, measuring tape)”</p>	<p>2.MDA.1 Select and use appropriate tools (e.g., rulers, yardsticks, meter sticks, measuring tapes) to measure the length of an object.</p>
<p>To be consistent with language used throughout K-2, change language to “... and explain <u>verbally and in writing</u> how and why the measurements differ.”</p>	<p>2.MDA.2 Measure the same object or distance using a standard unit of one length and then a standard unit of a different length and explain verbally and in writing how and why the measurements differ. Measure the same object or distance using a standard unit of one length and then a standard unit of a different length and explain verbally and in writing how and why the measurements differ.</p>
<p>The committee feels strongly that the number line is a critical representation for students’ understanding of number. This is supported by a large volume of policy and research documents. Further, grades 3 – 5 make use of the number line to develop critical fraction concepts. Further, standard tools for measurement make use of number line models. As such, the inclusion of the following standard is critical in students’ development:</p> <p>“Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.”</p>	<p>NEW  2.MDA.5 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences through 99 on a number line diagram.</p>
<p>The additional standard included in this domain (see above) affords opportunities to make connections to number line representations in specific ways, thus the following additional language is recommended: “... horizontal scale marked in whole number units.”</p>	<p>2.MDA.8 Generate data by measuring objects in whole-unit lengths and organize the data in a line plot using a horizontal scale marked in whole number units.</p>
<p>More clearly stated: Read and write numerals 0 – 20 which represent a number of objects 0 – 20.</p>	<p>K.NS.3 Read and write numerals from 0-20 and represent a number of objects 0-20 with a written numeral.</p>

<p>Subitizing is suggested here and should be more overly stated. Subitizing is thoughts about in arrangements of objects, which should also be included in the wording of the standard. The following changes are recommended: “.... and recognize instantly (subitize) a quantity of up to ten objects in an arrangement.”</p>	<p>K.NS.6 Recognize a quantity of up to ten objects in an organized arrangement (subitizing).</p>
<p>To parallel grade 2.NSBT.5, please consider: “Add &amp; Subtract fluently within 1000 using knowledge of place value and properties of operations.”</p>	<p>3.NBST.2 Add and subtract whole numbers fluently to 1,000 using knowledge of place value and properties of operations.</p>
<p>For consistency to prior grades &amp; to deepen the conceptual understanding, consider: ”... the range 10-90, using knowledge of place value and properties of operations.”</p>	<p>3.NBST.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90, using knowledge of place value and properties of operations.</p>
<p>Perhaps consider:  Including “Fraction be represented using set, area, and linear models.”</p>	<p>3.NSF.1 Develop an understanding of fractions (denominators limited to 2, 3, 4, 6, 8, 10) as numbers.</p> <ul style="list-style-type: none"> <li>a. A fraction <math>1/b</math> (called a unit fraction) is the quantity formed by one part when a whole is partitioned into <math>b</math> equal parts;</li> <li>b. A fraction <math>a/b</math> is the quantity formed by <math>a</math> parts of size <math>1/b</math>;</li> <li>c. A fraction is a number that can be represented on a number line based on counts of a unit fraction;</li> <li>d. A fraction can be represented using set, area, and linear models.</li> </ul>
<p>To specify the expected equivalent fractions and to prepare students to encounter 4.NF.1, we recommend the following changes to part b: “ fraction equivalence can be represented using set, area, and linear model, limited to the unit fractions <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{2}</math>.”</p>	<p>3.NF.2 Explain fraction equivalence (i.e., denominators 2, 3, 4, 6, 8, 10) by demonstrating an understanding that:</p> <ul style="list-style-type: none"> <li>a. two fractions are equal if they are the same size, based on the same whole, or at the same point on a number line;</li> <li>b. fraction equivalence can be represented using set, area, and linear models;</li> <li>c. whole numbers can be written as fractions (e.g., <math>4 = \frac{4}{1}</math> and</li> </ul>

	$1 = \frac{4}{4}$ ; d. fractions with the same numerator or same denominator can be compared by reasoning about their size based on the same whole.
<p>The importance of the number line model permeates grade 3. The extension of this model is important to understanding mixed numbers. Operations with mixed numbers in grade 4 are predicated on a strong understanding of 3.NF1.b for numbers beyond 1. Furthermore, the existing standard does not communicate connectedness to the linear model nor the importance of iterating the unit fraction, which are important developmental concepts. As such, the review committee recommends the following language:</p> <p><i>“Develop an understanding of mixed numbers as iterations of unit fractions on a number line.”</i></p>	Develop an understanding of mixed numbers (i.e., denominators 2, 3, 4, 6, 8, 10) as iterations of unit fractions on a number line.
<p>3<sup>rd</sup> grade begins the foundation of multiplication, the review committee recommends the inclusion of the the words “concrete objects” written below:</p> <p>“Use concrete objects, drawings, and symbols to represent multiplication...”</p>	3.ATO.1 Use concrete objects, drawings and symbols to represent multiplication facts of two single-digit whole numbers and explain the relationship between the factors (0-10) and the product.
Specify the properties to be taught. Specify strategies on how they should be taught.(Commutative, Associative, & distributive).	3.ATO.5 Apply properties of operations (Commutative Property of Multiplication, Associative Property of Multiplication, Distributive Property) as strategies to multiply and divide and explain the reasoning.
In grade 1, the review committee recommended the omission of right rectangular prism and right triangular prism from standard 1.G.4. The review committee find 3.G.4 to be an appropriate place to specify 3D shapes. Thus, the following language is recommend:	3.G.4 Identify a three-dimensional shape (right rectangular prism, right triangular prism, pyramid) based on a given two-dimensional net and explain the relationship between the shape and the net.

<p>“Identify 3D shapes right rectangular prism, right triangular prism, and pyramids based on a given 2D net and explain the relationship between the shape and the net.”</p>	
<p>Specify type of time intervals. Will students have to say something like 72 minutes have elapsed or would it be within 60 minutes?</p> <p>“... subtraction of time intervals within 60 minutes.”</p>	<p>3.MDA.1 Use analog and digital clocks to determine and record time to the nearest minute, using a.m. and p.m.; measure time intervals in minutes; and solve problems involving addition and subtraction of time intervals within 60 minutes. Use analog and digital clocks to determine and record time to the nearest minute, using a.m. and p.m.; measure time intervals in minutes; and solve problems involving addition and subtraction of time intervals within 60 minutes.</p>
<p>To delineate the meaning of patterns, the review committee recommends:</p> <p>“Recognize math periods &amp; number patterns within each period <i>to read and</i> write in standard form large numbers including billions.”</p>	<p>4.NSBT.2 Recognize math periods and number patterns within each period to read and write in standard form large numbers through 999,999,999.</p>
<p>The review committee recommends the deletion of the following language, since this was part of the standard from 3.NF.3</p> <p>”b. Add and subtract mixed numbers with like denominators. <del>representing the mixed numbers as their equivalent fractions;</del>”</p>	<p>4.NSF.3 Develop an understanding of addition and subtraction of fractions (denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) based on unit fractions.</p> <p>a. Compose and decompose a fraction in more than one way, recording each composition and decomposition as an addition or subtraction equation;</p> <p>b. Add and subtract mixed numbers with like denominators;</p> <p>c. Solve real-world problems involving addition and subtraction of fractions referring to the same whole and having like denominators.</p>
<p>The standard as written it too vague for teachers and not easily measured. The committee recommends the following</p>	<p>4.NSF.4 Apply and extend an understanding of multiplication by multiplying a whole number and a fraction (denominators</p>

<p>language as a – c substandards:</p> <p>a. Understand a fraction <math>a/b</math> as a multiple of <math>1/b</math>. For example, use a visual fraction model to represent <math>5/4</math> as the product <math>5 \times (1/4)</math>, recording the conclusion by the equation <math>5/4 = 5 \times (1/4)</math>.</p> <p>b. Understand a multiple of <math>a/b</math> as a multiple of <math>1/b</math>, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express <math>3 \times (2/5)</math> as <math>6 \times (1/5)</math>, recognizing this product as <math>6/5</math>. (In general, <math>n \times (a/b) = (n \times a)/b</math>.)</p> <p>c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat <math>3/8</math> of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</p>	<p>2, 3, 4, 5, 6, 8, 10, 12, 25, 100).</p> <p>a. Understand a fraction <math>a/b</math> as a multiple of <math>1/b</math>.</p> <p>b. Understand a multiple of <math>a/b</math> as a multiple of <math>1/b</math>, and use this understanding to multiply a fraction by a whole number.</p> <p>c. Solve real-world problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.</p>
<p>The review committee finds this standard to include multiple measurable standards. As such, the review committee recommends the delineation of the standards in the following way:</p> <p>4.G.2 Classify quadrilaterals based on the presence or absence of parallel or perpendicular lines.</p> <p>4.G.3 Recognize right triangles as a category, and identify right triangles.</p>	<p>4.G.2 Classify quadrilaterals based on the presence or absence of parallel or perpendicular lines.</p> <p>4.G.3 Recognize right triangles as a category, and identify right triangles.</p>
<p>Standard needs clarity – “Read &amp; Write decimals in both forms. Compare decimal numbers to the thousandths.” If the</p>	<p>5.NSBT.3 Read and write decimals in standard and expanded form. <u>Compare</u> two decimal numbers to the thousandths</p>

<p>intent was to compare in expanded form, then please clarify in support documents.</p>	<p>using <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>. Read and write decimals in standard and expanded form. <u>Compare</u> two decimal numbers to the thousandths using <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>.</p>
<p>Missing standard that needs to be added. Fluency with multiplication NBT.5 MUST be added.</p>	<p>5.NSBT.5 Fluently multiply multi-digit whole numbers using strategies to include a standard algorithm.</p>
<p>To deepen a conceptual understanding of division of fractions, add to the end of the stem:  <i>"... by using visual fraction models and equations."</i></p>	<p><b>5.NSF.7</b> Extend the concept of division to divide unit fractions and whole numbers by using visual fraction models and equations.</p> <p>a. Interpret division of a unit fraction by a non-zero whole number and compute the quotient;  b. Interpret division of a whole number by a unit fraction and compute the quotient.</p>
<p>Although the standard is clearly written, however, the standard is a misinterpretation of the existing state standard. Please change the standard to read as...</p> <p>Generate two numerical patterns using given rules, record them in a table, and graph the corresponding values of the patterns as ordered pairs on the coordinate plane.</p>	<p><b>5.ATO.3</b> Investigate the relationship between two <u>numerical</u> patterns.</p> <p>a. <u>Generate</u> two numerical patterns given two rules and organize in tables;  b. <u>Translate</u> the two numerical patterns into two sets of ordered pairs;  c. Graph the two sets of ordered pairs on the same coordinate plane;  d. Identify the relationship between the two numerical patterns.</p>
<p>As contextual situations are mathematical, the review committee recommends the following changes:</p> <p><i>Plot and interpret points in the first quadrant of the coordinate plane to represent contextual &amp; non-contextual mathematical situations.</i></p>	<p><b>5.G.2</b> Plot and interpret points in the first quadrant of the coordinate plane to represent real-world and mathematical situations.</p>
<p>Add "if any solutions exist" and "infinitely many solutions".</p>	<p>6.EE1.5 Understand that if any solutions exist, the solution set</p>

	for an equation or inequality consists of values that make the equation or inequality true.
<p>Include <math>x \geq c</math> and <math>x \leq c</math> and <math>x \neq c</math>.</p> <p>Include the commonly used words associated with inequalities: at most, maximum, at least, etc. in support document (helps students makes sense of answer in context of real world situations – can I really purchase 3 .75 shirts for \$50?)</p>	<p>6.EE1.8 Extend knowledge of inequalities used to compare numerical expressions to include algebraic expressions in real-world and mathematical situations.</p> <p>a. Write an inequality of the form <math>x &gt; c</math> or <math>x &lt; c</math> and graph the solution set on a number line.</p> <p>b. Recognize that inequalities have</p>
<p>Replace “relate” with “translate among/between” - as written standard has reduced rigor.</p> <p>In support document suggest ___ determines ___ for conceptualizing independent &amp; dependent variable distinction. ___ depends ___ confusing for many students.</p>	<p>6.EE1.9 Investigate multiple representations of relationships in real-world and mathematical situations.</p> <p>a. Write an equation that models a relationship between independent and dependent variables.</p> <p>b. Analyze the relationship between independent and dependent variables using graphs and tables.</p> <p>c. Translate among graphs, tables, and equations.</p>
<p>In standard specify laws of exponents:</p> <ul style="list-style-type: none"> <li>• Product rule</li> <li>• Quotient rule</li> <li>• Power to a power</li> <li>• Product to a power</li> </ul> <p>Quotient to a power</p>	<p>7.EE1.5 Understand and apply the laws of exponents (i.e., product rule, quotient rule, power to a power, product to a power, quotient to a power, zero power property) to simplify numerical expressions that include whole-number exponents.</p>
<p>Add “and draw inferences about this data” .</p>	<p>7.DSP.3 Visually compare the centers, spreads, and overlap of two displays of data (i.e., dot plots, histograms, box plots) that are graphed on the same scale and draw inferences about this data.</p>
<p><b>Add</b> back to standard:  “understand that a function assigns to each input exactly one output”</p>	<p>8.F.1 Explore the concept of functions.</p> <p>a. Understand that a function assigns to each input exactly one output.</p>

	<p>b. Relate inputs (<math>x</math>-values or domain) and outputs (<math>y</math>-values or range) to independent and dependent variables.</p> <p>c. Translate among the multiple representations of a function, including mappings, tables, graphs, equations, and verbal descriptions.</p> <p>d. Determine if a relation is a function using multiple representations, including mappings, tables, graphs, equations, and verbal descriptions.</p> <p>e. Graph a function from a table of values. Understand that the graph and table both represent a set of ordered pairs of that function.</p>
<p><b>Add to standard:</b> Using multiple representations (tables, graphs, equations, and verbal descriptions).</p>	<p>8.F.3 Investigate the differences between linear and nonlinear functions using multiple representations (i.e. tables, graphs, equations, and verbal descriptions).</p> <p>a. Define an equation in slope-intercept form (<math>y = mx + b</math>) as being a linear function.</p> <p>b. Recognize that the graph of a linear function has a constant rate of change.</p> <p>c. Provide examples of nonlinear functions.</p>
<p><b>Add to standard:</b></p> <p>a. Write a verbal description from the graph of a function with and without scales.</p> <p><b>Add to standard:</b></p> <ul style="list-style-type: none"> <li>• Constant</li> <li>• Increasing and decreasing</li> <li>• Maximum</li> <li>• Minimum</li> <li>• Extrema</li> </ul>	<p>8.F.5 Apply the concepts of linear and nonlinear functions to graphs in real-world and mathematical situations.</p> <p>a. Analyze and describe attributes of graphs of functions (e.g., constant, increasing/decreasing, linear/nonlinear, maximum/minimum, discrete/continuous).</p> <p>b. Sketch the graph of a function from a verbal description.</p> <p>c. Write a verbal description from the graph of a function with and without scales.</p>
<p><b>Add to standard:</b></p>	<p>8.EEE.7 Extend concepts of linear equations and inequalities</p>

<p>rational number coefficients</p>	<p>in one variable to more complex multi-step equations and inequalities in real-world and mathematical situations.</p> <ol style="list-style-type: none"> <li>Solve linear equations and inequalities with rational number coefficients that include the use of the distributive property, combining like terms, and variables on both sides.</li> <li>Recognize the three types of solutions to linear equations: one solution (<math>x = a</math>), infinitely many solutions (<math>a = a</math>), or no solutions (<math>a = b</math>).</li> <li>Generate linear equations with the three types of solutions.</li> <li>Justify why linear equations have a specific type of solution.</li> </ol>
<p><b>Add</b> to standard (or support document):  “Use a variety of tools – grid paper, reflective devices, graphing calculator, dynamic software, etc.”</p>	<p>8.GM.1 Investigate the properties of rigid transformations (rotations, reflections, translations) using a variety of tools (e.g., grid paper, reflective devices, graphing paper, technology).</p> <ol style="list-style-type: none"> <li>Verify that lines are mapped to lines, including parallel lines.</li> <li>Verify that corresponding angles are congruent.</li> <li>Verify that corresponding line segments are congruent.</li> </ol>
<p>Be more <b>specific</b> in standard:</p> <ul style="list-style-type: none"> <li>Horizontal, vertical and diagonal translations <math>\langle x, y \rangle</math></li> <li>Reflect with respect to x-axis, to y-axis, and line <math>y = x</math></li> </ul> <p>Rotate 90, 180 and 270 degrees (clockwise and counterclockwise) about the origin</p>	<p>8.GM.2 Apply the properties of rigid transformations (rotations, reflections, translations).</p> <ol style="list-style-type: none"> <li>Rotate geometric figures 90, 180, and 270 degrees, both clockwise and counterclockwise, about the origin.</li> <li>Reflect geometric figures with respect to the <math>x</math>-axis and/or <math>y</math>-axis.</li> <li>Translate geometric figures vertically and/or horizontally.</li> <li>Recognize that two-dimensional figures are only congruent if a series of rigid transformations can be performed to map the pre-image to the image.</li> <li>Given two congruent figures, describe the series of rigid transformations that justifies this congruence.</li> </ol>

<p>“The draft standards include an excessive number of standards often with many subparts that are prescriptive about what and how to teach.”</p> <p>An example: PC.P.5 Use polynomials to model and solve real-world problems.</p> <p>a. Create a polynomial function that describes the relationship between two quantities and interpret key features of the function in terms of the quantities.</p> <p>b. Analyze polynomial functions and solve polynomial equations to draw conclusions in real-world problems and describe the results in context.</p> <p>c. Analyze the graphs of polynomials in order to solve polynomial inequalities.</p>	<p>AAPR.4 Prove polynomial identities and use them to describe numerical relationships.</p>
<p>Review panel was unable to assess what is expected for all learners in the organization of the standards.</p>	<p>Standards for what all students should know and be able to do were identified and labeled graduation standards.</p>
<p>By “rigor” the panel means standards that blend with equal intensity the development of conceptual understanding, procedural skill and fluency, and the ability to solve applied problems.</p> <p>A1.L.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution.</p>	<p>AREI.1*</p> <p>Understand and justify that the steps taken when solving simple equations in one variable create new equations that have the same solution as the original.</p>
<p>Review panels feels the number of high school standards (counting sub-standards as a standard) are high (642).</p>	<p>SBE approved math standards 229 standards (counting sub-standards as a standard).</p>
<p>There is ample and sufficient inclusion of mathematical modeling expectations in the Algebra 1 (including Foundations and Intermediate) and Algebra 2 standards. All of the course narratives address the importance of modeling</p>	<p>NVMQ.3 Represent and model with vector quantities. Solve problems involving velocity and other quantities that can be represented by vectors.</p>

but the Geometry, Pre-Calculus, Probability and Statistics and Calculus course standards infrequently includes mention of modeling.

G.CTC.3 Represent and analyze figures in the coordinate plane.

a. Analyze slopes of lines to determine whether lines are parallel, perpendicular, or neither.

b. Write the equation of a line passing through a given point that is parallel or perpendicular to a given line.

c. Derive the formulas for determining distance and midpoint and use those formulas to solve mathematical and real-world problems.

d. Represent the sum and difference of two vectors geometrically using the parallelogram method.

e. Use a scale drawing to determine the magnitude and direction of a resultant vector by direct measurement.

f. Derive the standard equation of a circle given the center and radius using the definition of a circle and the distance formula.

g. Determine the center and radius of a circle given the standard equation and write the standard equation of a circle given sufficient information for determining the center and radius.

h. Rewrite the general form of the equation of a circle in standard form by completing the square.

This document is the draft of the SC ELA standards which received first-reading approval by the SC State Board of Education on January 21, 2015. At the request of EOC member Deb Marks, this document was compared to the FIRST draft of the SC ELA standards, which was transmitted by the SCDE to the EOC Review Panels on October 22, 2014. The EOC ELA Review Panel provided an evaluation of this FIRST draft and recommendations to the EOC on December 15, 2014.

Standards printed in **RED** are from the FIRST draft of ELA standards and are placed beneath comparable standards and indicators in the current draft. If the standard or indicator verbiage is the same in both drafts, it is noted as “**same**” in green with the standard/indicator number from the first draft. If the standard or indicator in the current draft is new and not addressed in the previous draft, it is noted as **NEW** in purple.

Please note professional judgment was used in preparing this document. No outside sources were used other than the standards themselves and the evaluation was done by SC Education Oversight Committee staff. Professional judgment should be used when reviewing and utilizing the comparison.



**South Carolina  
College- and Career-Ready Standards for  
English Language Arts**



**South Carolina  
State Department of Education  
Columbia, South Carolina  
2015**

**State Board Approved – First Reading January 21, 2015**

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The following members of the ELA writing team used a number of resources mentioned later in this document, as well as feedback from the SCDE online field review survey, the SCDE Task Force, and the Education Oversight Committee (EOC) Review Panel to create these standards.

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## Introduction

The *South Carolina College- and Career-Ready Standards for English Language Arts (ELA) 2015* are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for South Carolina’s students. The standards are designed to ensure that South Carolina students are prepared to enter and succeed in economically viable career opportunities or postsecondary education and ensuing careers.

## Standards Process

These standards were created through a collaborative process by a writing team selected from applications submitted by interested educators consisting of current and retired South Carolina classroom teachers, instructional coaches, district leaders, higher education faculty members, and educators who specialize in working with English Language Learners, special education, career and technology education, and assessment. The purpose of the standards process was to design college- and career-ready standards that would ensure that students who complete high school in South Carolina are ready for college and careers. The process was designed to identify or create the clearest, most rigorous, and best-aligned ELA standards.

## History

Act 200, ratified on June 6, 2014, required the SCDE to facilitate the process of developing new high quality, college- and career-ready standards for implementation during the 2015-16 school year. During the fall of 2014, the SCDE convened an ELA Writing Team comprised of K-12 educators and representatives from higher education. The writing of the draft standards, keeping the needs of South Carolina students and educators in mind, began with the review of a number of resources, which included the 2014 ACT College and Career Readiness Standards; the Common Core State Standards for English Language Arts (CCSS); college- and career-ready standards from other states including Indiana, Nebraska, and Texas; the *South Carolina Academic Standards for English Language Arts 2008* which reference the 2001 Massachusetts standards; test specifications for the SAT; and the National Council of Teachers of English (NCTE)/ International Reading Association (IRA) Standards.

The ELA Writing Team then conceptualized what students who graduate from South Carolina’s public education system should demonstrate. This document, *South Carolina Portrait of a College- and Career-Ready English Language Arts Student*, [see page 10] served as the foundation and compass that guided the Writing Team’s determination of the components of these draft standards.

Using the portrait as a “touchstone,” the K-12 strands of Inquiry-Based Literacy, Reading-Literary Text, Reading-Informational Text, Writing, and Communication were crafted. Each strand consists of standards, which contain the same language for kindergarten through high school; grade level or course specificity is provided by indicators. A graphic representation of the organizational structure is presented on page 11.

The document also explains the *South Carolina Innovations: Inquiry-Based Literacy Standards; Disciplinary Literacy; and the Fundamentals of Reading, Writing, and Communication*. These serve as underpinnings of what must be in place in classrooms for students to become proficient readers, writers, and communicators regardless of grade level. Disciplinary Literacy and the Fundamentals of Reading, Writing, and Communication **are not standards**, therefore, they **are not assessed**; however, they are **essential for successful implementation** of the new standards and are a critical component of the document. Each is explained in detail on subsequent pages.

## Public Comment and Review Period

The draft college-and career-ready standards were posted online for public review on November 6, 2014. The public was invited to provide comment via an online survey until November 30, 2014. Over 2200 public review surveys were submitted. Simultaneously, the SCDE convened a Task Force, consisting of parents, business and community leaders, higher education professionals, and special education teachers, which also provided written feedback.

The Education Oversight Committee (EOC) convened a review panel of 25 educators, business and community members, and higher education faculty to review the draft standards. The EOC review panel submitted a report to the SCDE, which included recommendations for revisions to the draft standards. The standards writing process continued as the comments from the online public review survey, the SCDE Task Force, and the EOC Review Panel were compiled, reviewed, and used by the Writing Team to make revisions and edits to the draft standards.

A joint meeting was held with representatives from the SCDE Writing Team, the EOC Review Panel, higher education, the business community, and the State Board of Education (SBE) to further discuss the implementation of the recommendations. Further revisions were made to the draft document as a result of this meeting.

## Reconvening of the Writing Team

The ELA Writing Team reconvened on December 1, 2014, and was tasked with incorporating feedback from all sources to revise and edit the draft standards ensuring they were aligned across grade levels and showed appropriate progression from grade to grade. The Writing Team was also tasked with editing and revising standards for clarity, elimination of wordiness, and any other significant public comments or factors. The revised draft standards were then submitted to Senior Staff at the SCDE and the SBE for approval.

## Support Documents

In order to ensure the appropriate understanding and effective implementation of the *South Carolina College- and Career Ready English Language Arts Standards 2015*, support documents will be developed. Initial components of the support documents will include a glossary, vertical articulation documents, Depth of Knowledge (DOK) and Bloom's levels, and a correlation/crosswalk document. Additional support documents will be developed as needed.

## South Carolina Innovations

The following research-based practices and processes serve as the underpinnings of what must be in place in classrooms for students to become proficient readers, writers, and communicators. These components are essential for successful implementation of the new South Carolina standards. These essential practices and processes contain the same language for each grade level or course due to their universal nature. They are included within the text of this document to illuminate the connection between these practices and the standards. Support documents and professional development will be provided to further support educators' understanding.

### Inquiry-Based Literacy Standards

The Inquiry-Based Literacy Standards support teachers in structuring a classroom environment in which students can routinely and systematically engage in the process of inquiry. Students individually and collaboratively engage and interact with content to become curious, self-regulated, reflective learners. The Inquiry-Based Literacy Standards should be infused within and across all content areas and disciplines and are the responsibility of the entire school community. These standards work in concert with Disciplinary Literacy and should be viewed as a system or structure which supports student learning rather than being perceived as steps which lead to the development of a one-time research paper or project.

The Inquiry-Based Literacy Standards are listed below and are also included in each grade band or course standards section:

- **Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.**
- **Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.**
- **Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**
- **Synthesize integrated information to share learning and/or take action.**
- **Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.**

**Additional information and elaboration of the Inquiry-Based Literacy Standards will be included in a support document.**

## Disciplinary Literacy

Reading, writing, communicating, thinking critically, and performing in meaningful, relevant ways within and across disciplines are essential practices for accessing and deeply understanding content. Immersion in the language and thinking processes valued by each discipline guides students to develop and cultivate a deeper understanding of particular disciplines.

College- and career-ready students must be able to expertly navigate curriculum, paying close attention to practices unique to a particular discipline. Disciplinary Literacy works in concert with Inquiry-Based Literacy Standards to prepare students for the demands of the 21<sup>st</sup> century. These practices also offer opportunities for students to demonstrate their understanding of the content in traditional and non-traditional ways.

The *South Carolina College- and Career-Ready Standards for English Language Arts 2015* include the Disciplinary Literacy practices listed below:

- **Read, write, and communicate using knowledge of a particular discipline.**
- **Integrate the Reading, Writing, and Communication Standards and the Inquiry-Based Literacy Standards to communicate and create understanding within content areas.**
- **Extend and deepen understanding of content through purposeful, authentic, real-world tasks to show understanding and integration of content within and across disciplines.**

**Additional information and elaboration for Disciplinary Literacy will be included in a support document.**

## Fundamentals of Reading, Writing, and Communication

The Fundamentals of Reading, Writing, and Communication delineate the underlying assumptions of the processes students must use and integrate to become successful and proficient readers, writers, and communicators, regardless of their grade level or course placement. Through these processes, students apply strategies as they read, write, and communicate. As students use these processes with automaticity, they more successfully navigate new and more challenging content and tasks.

Teachers at all grade levels and in all disciplines should refer to the Fundamentals when determining what students use or neglect as they read, write, and communicate. Engagement increases as students take ownership of their learning through personal understanding and implementation of the reading, writing, and communication processes.

The Fundamentals for each strand, **while not assessed**, are an integral part of the *South Carolina College- and Career-Ready English Language Arts Standards 2015* and are listed below, as well as at the beginning of each grade band or course section.

## Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze an author's style and techniques to construct meaning.

## Fundamentals of Writing

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

## Fundamentals of Communication

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other's ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

**Additional information and elaboration of the Fundamentals will be included in a support document.**

## South Carolina Portrait of a College- and Career-Ready English Language Arts Student

A South Carolina student who is College- and Career-Ready in English Language Arts will demonstrate:

- **Academic Success and Employability:** Student demonstrates the ability to analyze deep content and construct conceptual knowledge through strategic and appropriate academic and technical skills and tools to complete tasks and solve problems in real world situations.
- **Interdependent Thinking and Collaborative Spirit:** Student develops and applies interpersonal skills through listening, speaking, writing, and reading in order to respect diversity and seek an understanding of varied perspectives. Student works collaboratively to achieve goals, solve problems, and foster innovation.
- **Intellectual Integrity and Curiosity:** Student demonstrates intellectual integrity in the ethical selection and application of resources. Student discerningly assimilates, synthesizes, and verifies research while citing relevant sources and evaluating evidence.
- **Logical Reasoning:** Student appropriately employs a variety of strategies to discern the meaning of increasingly complex texts and other modes of communication to form logical, evidence-based conclusions.
- **Self-Reliance and Autonomy:** Student demonstrates qualities of an independent, reflective learner and contributor to varied societies through self-reliance, self-improvement, constructive interactions with others, and perseverance of life-long learning.
- **Effective Communication:** Student fluently and appropriately uses various modes of communication for authentic purposes based on audience, task, and discipline.

## Graphic Representation of the Organizational Structure

### Reading – Literary Text

#### Expectations for Teaching and Learning

Learning should be modeled, supported, and reflect gradual release of responsibility at all levels. Teachers should continue to address earlier standards as they apply to more complex text. Students are expected to build upon and continue applying concepts learned previously.

By the end of second grade, students read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category fiction, they read the following specific types of texts: historical fiction, contemporary realistic fiction, picture books, folktales, fables, tall tales, and fantasy. In the category of literary nonfiction, they read autobiographical and biographical sketches. In the category of poetry, they read narrative, lyrical, and humorous poems and free verse.

#### Meaning and Context

**Standard 1: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

KINDERGARTEN	GRADE ONE	GRADE TWO
1.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	1.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	1.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.
1.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	1.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	1.2 Make predictions before and during reading; confirm or modify thinking.

**Standard 2: Summarize key details and ideas to support analysis of thematic development.**

2.1 Describe the relationship between illustrations and the text in which they appear.	2.1 Describe the relationship between the illustrations and the characters, setting or events.	2.1 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.
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Teaching in South Carolina is based on four major components: standards, curriculum, instruction, and assessment. Standards are year-end goals for student learning which inform and guide curriculum development, instructional practices, and assessment. Curriculum is developed based on standards. Instruction is the support teachers offer to navigate the curriculum that is also based on the standards. Formal and informal assessment, based on standards, guides and informs instruction.

#### **Strands**

The *South Carolina College- and Career-Ready Standards for ELA 2015* include the following **Strands**:

Inquiry-Based Literacy (**I**)  
 Reading – Literary Text (**RL**)  
 Reading – Informational Text (**RI**)  
 Writing (**W**)  
 Communication (**C**)

Each **Strand**, except Inquiry-Based Literacy, is supported by the **Key Ideas** listed below.

The Key Ideas in (**RL**) and (**RI**) are:

Meaning and Context | Language, Craft, and Structure | Range and Complexity

In (**W**), the Key Ideas are:

Meaning, Context, and Craft | Language | Range and Complexity

In (**C**), the Key Ideas are:

Meaning and Context | Language, Craft, and Structure

#### **Standards**

Each **Key Idea** is supported by one or more **Standards**. The **Standards** included in this document represent the culminating outcome which describes what students should know and be able to do when they leave our public school system; therefore, the language included in each **Standard** in the same for Kindergarten through English 4.

#### **Indicators**

Each **Standard** is supported by **Indicators** which provide specific outcomes for each grade level or course.

# Kindergarten through Grade Two Standards and Indicators

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# Inquiry-Based Literacy Standards (I)<sup>1</sup>

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**Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.**

KINDERGARTEN	GRADE ONE	GRADE TWO
1.1 Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate “I wonders” about ideas of interest.	1.1 Translate “wonderings” into questions that-lead to group conversations, explorations, and investigations.	1.1 Ask self-generated questions that lead to group conversations, explorations, and investigations.

**Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.**

2.1 With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, and the environment.	2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, and the environment.	2.1 Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.
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**Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**

3.1 With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.	3.1 Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.	3.1 Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers.
3.2 With guidance and support, select information, revise ideas, and record and communicate findings.	3.2 Select the most important information, revise ideas, and record and communicate findings.	3.2 Select the most important information, revise ideas, and record and communicate findings.

**Standard 4: Synthesize information to share learning and/or take action.**

4.1 With guidance and support, discover relationships and patterns during the inquiry process.	4.1 Draw conclusions from relationships and patterns discovered during the inquiry process.	4.1 Interpret relationships and patterns discovered during the inquiry process.
4.2		

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<sup>1</sup> Inquiry-based standards were NOT included in the previous draft as standards; they were considered practices. In the current draft, they are included within each grade band.

4.3 With guidance and support, use tools to communicate findings.	4.2 Determine appropriate tools to communicate findings.	4.2 Use appropriate tools to communicate findings and/or take informed action.
4.4 With guidance and support, reflect on findings.	4.3 Reflect on findings and take action.	4.3 Reflect on findings and pose new questions for further inquiry.

**Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.**

5.1 With guidance and support, recognize the value of individual and collective thinking.	5.1 Recognize the value of individual and collective thinking.	5.1 Acknowledge and value individual and collective thinking.
5.2 With guidance and support monitor and assess learning to guide inquiry	5.2 Monitor and assess learning to guide inquiry.	5.2 Monitor and assess learning to guide inquiry.
<i>This indicator does not begin until Grade 1.</i>	5.3 Articulate the thinking process.	5.3 Articulate the process of learning and seek appropriate help.

# Reading – Literary Text (RL)

## ***Expectations for Teaching and Learning***

***Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.***

By the end of second grade, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: historical fiction, contemporary realistic fiction, picture books, folktales, fables, tall tales, and fantasy. In the category of literary nonfiction, they read autobiographical and biographical sketches. In the category of poetry, they read narrative, lyrical, and humorous poems and free verse.

## ***Fundamentals of Reading***

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

## **Principles of Reading (P) – renamed from Foundations of Reading**

**Standard 1: Demonstrate understanding of the organization and basic features of print. Same as Standard 1**

KINDERGARTEN	GRADE ONE	GRADE TWO
1.1 Follow words from left to right, top to bottom, and front to back. <b>K-FOR-1.1. Follow words from left to right, top to bottom, and page by page.</b>	1.1 Recognize the distinguishing features of a sentence. <b>Same as 1-FOR-1.1</b>	<i>1.1 Students are expected to build upon and continue applying previous learning.</i>
1.2 Recognize that spoken words are represented in written language by specific sequences of letters. <b>Same as K-FOR-1.2</b>	<i>1.2 Students are expected to build upon and continue applying previous learning.</i>	

1.3 Understand that words are separated by spaces in print. <b>Same std</b>	<i>1.3 Students are expected to build upon and continue applying previous learning.</i>
1.4 Recognize and name all upper- and lowercase letters of the alphabet. <b>Same as K-FOR-1.4</b>	<i>1.4 Students are expected to build upon and continue applying previous learning.</i>

**Standard 2: Demonstrate understanding of spoken words, syllables, and sounds**

**Standard 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

2.1 Recognize and produce rhyming words. <b>Same as K-FOR-2.1</b>	2.1 Distinguish long from short vowel sounds in spoken single-syllable words. <b>Same as 1-FOR-2.1</b>	<i>2.1 Students are expected to build upon and continue applying previous learning.</i>
2.2 Count, pronounce, blend, and segment syllables in spoken words. <b>Same as K-FOR-2.2</b>	2.2 Orally produce single-syllable words by blending sounds, including consonant blends in spoken words. <b>1-FOR-2.2 Orally produce single-syllable words by blending sounds, including consonant blends.</b>	<i>2.2 Students are expected to build upon and continue applying previous learning.</i>
2.3 Blend and segment onsets and rimes of single-syllable spoken words. <b>Same as K-FOR-2.3</b>	2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words. <b>1-FOR-2.3 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</b>	<i>2.3 Students are expected to build upon and continue applying previous learning.</i>
2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word. <b>K-FOR-2.4 Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.</b>	2.4 Segment spoken single-syllable words into their complete sequence of individual sounds. <b>Same as 1-FOR-2.4</b>	<i>2.4 Students are expected to build upon and continue applying previous learning.</i>
2.5 Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <b>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</b>	<i>2.5 Students are expected to build upon and continue applying previous learning.</i>	

**Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.**

**Standard 3: Know and apply grade-level phonics and word analysis skills when in decoding words.**

<p>3.1 Produce one-to-one letter-sound correspondences for each consonant.  <b>K-FOR-3.1 Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</b></p>	<p>3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.  <b>1-FOR-3.1 Know the spelling-sound correspondences for common consonant digraphs.</b></p>	<p>3.1 Use knowledge of r-controlled vowels to read.  <b>2-FOR-3.1 Distinguish long and short vowels when reading regularly spelled one-syllable words.</b>  <b>2-FOR-3.2 Know spelling-sound correspondences for additional common vowel teams.</b></p>
<p>3.2 Associate long and short sounds of the five major vowels with their common spellings.  <b>K-FOR-3.2 Associate the long and short sounds with the common spellings for the five major vowels.</b></p>	<p>3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.  <b>1-FOR-3.4 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</b></p>	<p>3.2 Use knowledge of how syllables work to read multisyllabic words.  <b>2-FOR-3.3 Decode regularly spelled two-syllable words with long vowels.</b></p>
<p>3.3 Read regularly spelled one-syllable words.  <b>NEW</b></p>	<p>3.4 Read a two-syllable word by breaking the word into syllables.  <b>1-FOR-3.5 Decode two-syllable words following basic patterns by breaking the words into syllables.</b></p>	<p>3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.  <b>2-FOR-3.4 Decode words with common prefixes and suffixes.</b></p>
<p>3.5 Distinguish between similarly spelled consonant-vowel-consonant-patterned words by identifying the sounds of the letters that differ.  <b>K-FOR-3.4 Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</b></p>	<p>3.4 Use final -e and common vowel team conventions to read words with long vowel sounds.  <b>1-FOR-3.3 Know final -e and common vowel team conventions for representing long vowel sounds.</b></p>	<p>3.4 Use and apply knowledge of vowel diphthongs. <b>NEW</b></p>
<p>3.6 Read common high-frequency words  <b>Read common high-frequency words by sight.</b></p>	<p>3.5 Read words with inflectional endings.  <b>Same as 1-FOR-3.6</b></p>	<p>3.5 Use and apply knowledge of how inflectional endings change words.  <b>2-FOR-3.5 Identify words with inconsistent but common spelling-sound correspondences.</b></p>
<p>3.6 Recognize grade-appropriate irregularly spelled words. <b>NEW</b></p>	<p>3.6 Recognize and read grade-appropriate irregularly spelled words. <b>Same as 1-FOR-3.7</b></p>	<p>3.6 Recognize and read grade-appropriate irregularly spelled words. <b>Same as 2-FOR-3.6</b></p>

**Standard 4: Read with sufficient accuracy and fluency to support comprehension. Same as Standard FOR-4**

4.1 Read emergent-reader texts with purpose and understanding. <b>Same as K-FOR-4</b>	4.1 Read grade-level texts with purpose and understanding. <b>1-FOR-4.1 Read grade-level text with purpose and understanding.</b>	4.1 Read grade-level texts with purpose and understanding. <b>Same as 2-FOR-4.1</b>
4.2 Read emergent texts orally with accuracy, appropriate rate, and expression. <b>NEW</b>	4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings. <b>1-FOR-4.2 Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings</b>	4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings. <b>2-FOR-4.2 Read grade-level text orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</b> <b>2-FOR-4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>
4.3 Use picture cues to confirm or self-correct word recognition and understanding. <b>NEW</b>	4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary. <b>NEW</b>	Students are expected to build upon and continue applying previous learning.

## **Meaning and Context (MC)**

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

**Standard 1: Determine meaning and develop logical interpretations drawn from text, including where the text leaves things indeterminate, by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and exploring multiple interpretations.**

<b>KINDERGARTEN</b>	<b>GRADE ONE</b>	<b>GRADE TWO</b>
5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read. <b>K-RL-MC-1.3 Cite evidence from a text heard or read to support responses.</b>	5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read. <b>1-RL-MC-1.2 Ask and answer questions to determine who, what, when, where, why, and how to identify the central message and details, infer and draw conclusions.</b> <b>1-RL-MC-1.3 Cite evidence from a text heard or read to support responses.</b>	5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read. <b>2-RL-MC-1.2 Cite evidence from a text heard or read to support responses when inferring, drawing conclusions, analyzing, and synthesizing.</b>

<p>5.3 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.</p> <p>K-RL-MC-1.1 Make predictions using prior knowledge, pictures, illustrations, author/illustrator and title.</p> <p>K-RL-MC-1.2 Ask and answer questions to determine who, what, when, where, why, and how to identify key details, infer and draw conclusions.</p>	<p>5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.</p> <p>1-RL-MC-1.1 Ask and answer questions to make predictions using prior knowledge, pictures/illustrations, information about author/illustrator and title.</p>	<p>5.2 Make predictions before and during reading; confirm or modify thinking.</p> <p>2-RL-MC-1.1 Ask and answer questions to make predictions using prior knowledge, pictures/illustrations, and information about author/illustrator and title.</p>
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**Standard 6: Summarize key details and ideas to support analysis of thematic development.**

**Determine and analyze the development of themes of texts; summarize key details and ideas to support analysis.**

<p>6.1 Describe the relationship between illustrations and the text. <b>NEW</b></p>	<p>6.1 Describe the relationship between the illustrations and the characters, setting or events. <b>NEW</b></p>	<p>6.1 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot. <b>NEW</b></p>
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**Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.**

**Standard 4: Analyze the relationship among similar ideas, themes, or topics through multiple and diverse media, modalities, and formats.**

**Determine and analyze the development of themes of texts; summarize key details and ideas to support analysis.**

<p>7.1 With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.</p> <p>K-RL-MC-2.1 Identify a text’s beginning, middle and end.</p>	<p>7.1 Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.</p> <p>1-RL-MC-2.1 Determine the theme in a text heard or read and provide evidence.</p> <p>1-RL-MC-2.2 Retell text using beginning, middle, and end.</p>	<p>7.1 Retell the sequence of major events using key details; determine the theme in a text heard or read.</p> <p>2-RL-MC-2.1 Provide evidence to summarize and support a theme.</p> <p>2-RL-MC-2.1 Retell the sequence of major events using key details.</p>
<p>7.2 Read or listen closely to compare familiar texts.</p> <p>K-RL-MC-2.3 Retell familiar text</p>	<p>7.2 Read or listen closely to compare and contrast familiar texts and texts in author and genre studies. <b>Same as 1-RL-MC-4.1</b></p>	<p>7.2 Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.</p> <p>2-RL-MC-4.1 Read or listen closely to</p>

		<p>compare and contrast multiple versions of the same story.</p> <p>2-RL-MC-4.2 Read or listen closely to compare and contrast texts in author and genre studies.</p>
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**Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.**

**Standard 3: Analyze the development of and interactions among characters, events, and ideas that situate a text within a particular context.**

<p>8.1 With guidance and support, read or listen closely to:</p> <ul style="list-style-type: none"> <li>a. describe characters and their actions;</li> <li>b. compare characters' experiences to those of the reader;</li> <li>c. describe setting;</li> <li>d. identify the problem and solution; and</li> <li>e. identify the cause of an event.</li> </ul> <p>K-RL-MC-3.1 Read or listen closely to describe characters and their actions.</p> <p>K-RL-MC-3.2 Read or listen to describe setting.</p> <p>K-RL-MC-3.3 Read or listen closely to identify the problem and solution.</p> <p>K-RL-MC-3.4 Read or listen closely to explain the cause of an event.</p> <p>K-RL-MC-3.5 Read or listen closely to compare characters' personalities, experiences, and connections to the reader.</p>	<p>8.1 Read or listen closely to:</p> <ul style="list-style-type: none"> <li>a. describe characters' actions, and feelings;</li> <li>b. compare and contrast characters' experiences to those of the reader;</li> <li>c. describe setting;</li> <li>d. identify the plot including problem and solution; and</li> <li>e. describe cause and effect relationships.</li> </ul> <p>1-RL-MC-3.1 Read or listen closely to describe characters, their actions, and feelings.</p> <p>1-RL-MC-3.2 Read or listen closely to describe setting.</p> <p>1-RL-MC-3.3 Read or listen closely to identify the plot including problem and solution.</p> <p>1-RL-MC-3.4 Read or listen closely to explain cause and effect relationships.</p> <p>1-RL-MC-3.5 Read or listen closely to compare characters' personalities, experiences, and connections to the reader.</p>	<p>8.1 Read or listen closely to:</p> <ul style="list-style-type: none"> <li>a. compare and contrast characters' actions, feelings, and responses to major events or challenges;</li> <li>b. describe how cultural context influences characters, setting, and the development of the plot; and</li> <li>c. explain how cause and effect relationships affect the development of plot.</li> </ul> <p>2-RL-MC-3.1 Read or listen closely to describe characters, their actions, feelings, and responses to major events or challenges.</p> <p>2-RL-MC-3.2 Read or listen closely to describe setting and how it affects the development of text.</p> <p>2-RL-MC-3.3 Read or listen closely to describe plot including problem and solution.</p> <p>2-RL-MC-3.4 Read or listen closely to explain the cause of an event.</p> <p>2-RL-MC-3.5 Read or listen closely to compare characters' personalities, experiences, and connections to the reader.</p>
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## Language, Craft, and Structure (LCS)

**Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.**

**Standard 1: Interpret the author’s use of words, phrases, conventions, features, and their relationships to analyze how the author’s choices shape meaning and tone.**

KINDERGARTEN	GRADE ONE	GRADE TWO
<p>9.1 With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia, and alliteration; identify when the author uses each.</p> <p>K-RL-LCS-1.1 Identify words and phrases that suggest feelings and appeal to the senses.</p> <p>K-RL-LCS-1.2 Identify the elements of texts and how the author uses the literary device of repetitive language and sound devices of onomatopoeia and alliteration.</p>	<p>9.1 Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each.</p> <p>1-RL-LCS-1.1 Identify words and phrases that suggest feelings and appeal to the senses.</p> <p>1-RL-LCS-1.2 Identify the elements of texts and how the author uses the literary devices of rhythm, repetitive language and similes and the sound devices of rhyme, onomatopoeia, and alliteration.</p>	<p>9.1 Identify the literary devices of simile and metaphor and sound devices; explain how the author uses each.</p> <p>2-RL-LCS-1.2 Identify the elements of texts and why the author uses the literary devices of rhythm, repetitive language, simile, and metaphor.</p> <p>2-RL-LCS-1.3 Identify the elements of texts and why the author uses the sound devices of rhyme, onomatopoeia, and alliteration.</p>
<p>9.2 With guidance and support, identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.</p> <p>K-RL-LCS-1.3 Discuss how author’s choice of words and conventions affects meaning.</p> <p>K-RL-LCS-1.4 Discuss how illustrations contribute to meaning.</p>	<p>9.3 Identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.</p> <p>1-RL-LCS-1.3 Explain how elements of the author’s word choice and conventions affect meaning.</p> <p>1-RL-LCS-1.4 Explain how illustrations and pictures affect meaning.</p> <p>1-RL-LCS-4.1 Identify words and phrases in text that suggest feelings and appeal to the senses.</p>	<p>9.2 Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.</p> <p>2-RL-LCS-1.4 Explain the effect of word choice, use of repetition, conventions, and illustrations on meaning and tone.</p> <p>2-RL-LCS-1.1 Explain how words and phrases in text communicate feelings and influence the reader.</p>

**Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

**Standard 4: Apply a range of strategies to determine the meaning of unknown and multiple-meaning words, phrases and jargon; acquire and use general academic and domain-specific vocabulary.**

<p>10.1 With guidance and support, ask and answer questions about known and unknown words.  <b>K-RL-LCS-4.1 Ask and answer questions about unknown words.</b></p>	<p>10.1 Ask and answer questions about known and unknown words. <b>NEW</b></p>	<p>10.1 Use context to determine the meaning of words and phrases. <b>NEW</b></p>
<p>10.2 With guidance and support, identify new meanings for familiar words and apply them accurately.  <b>K-RL-LCS-4.2 Identify new meanings for familiar words and apply them accurately.</b></p>	<p>10.2 Identify new meanings for familiar words and apply them accurately. <b>NEW</b></p>	<p>10.2 Determine the meaning of a newly formed word when a known affix is added to a known word. <b>NEW</b></p>
<p>10.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.  <b>K-RL-LCS-4.3 Use inflections and affixes to determine the meaning of unknown words.</b></p>	<p>10.3 Use inflectional endings and affixes to determine the meaning of unknown words. <b>NEW</b></p>	<p>10.3 Use a base word to determine the meaning of an unknown word with the same base. <b>NEW</b></p>
<p>10.4 With guidance and support, identify the individual words used to form a compound word. <b>NEW</b></p>	<p>10.4 Identify the individual words used to form a compound word. <b>NEW</b></p>	<p>10.4 Use the meanings of individual words to predict the meaning of compound words. <b>NEW</b></p>
<p>10.5 With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings.  <b>K-RL-LCS-4.4 Explore word relationships and nuances in word meanings.</b></p>	<p>10.5 Use print and multimedia resources to explore word relationships and nuances in word meanings. <b>NEW</b></p>	<p>10.5 Use print and multimedia resources to determine or clarify the precise meaning of words or phrases. <b>NEW</b></p>
<p>10.6 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.  <b>K-RL-LCS-4.5 Use words and phrases acquired through talk and text.</b></p>	<p>10.6 Use words and phrases acquired through talk and text; explore nuances of words and phrases. <b>NEW</b></p>	<p>10.6 Acquire and use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.  <b>2-RL-LCS-4.4 Explain the effect of word choice and use of repetition on meaning and</b></p>

		<p>tone.</p> <p>2-RL-LCS-4.5 Explain the effect conventions on meaning and tone.</p> <p>2-RL-LCS-4.6 Explain the effect of images on meaning and tone.</p>
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**Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.**

**Standard 3: Analyze and provide evidence of how the author’s choice of point of view, perspective or purpose shapes content, meaning, and style of text.**

11.1 Identify the author and illustrator and define the role of each. <b>Same as K-RL-LCS-3.1</b>	11.1 Identify the author’s purpose—to explain, entertain, inform, or convince. <b>Same as 1-RL-LCS-3.1</b>	11.1 Identify and analyze the author’s purpose. <b>2-RL-LCS-3.1 Identify and analyze the author’s purpose for writing the text.</b>
11.2 Identify who is telling the story, the narrator or characters. <b>Same as K-RL-LCS-3.2</b>	11.2 Distinguish who is telling the story at various points in a text, the narrator or characters. <b>Same as 1-RL-LCS-3.2</b>	11.2 Recognize differences between the points of view and perspectives of the narrator and various characters. <b>2-RL-LCS-3.2 Recognize differences between the points of view and perspectives of the narrator and various characters.</b>

**Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.**

**Standard 2: Analyze the author’s choice of structure within text and the relationship of the parts of text to each other and the whole to shape meaning.**

**Standard 1: Interpret the author’s use of words, phrases, conventions, features, and their relationships to analyze how the author’s choices shape meaning and tone.**

12.1 Recognize and sort types of literary texts. <b>Same as K-RL-LCS-2.1</b>	12.1 Classify literary texts according to characteristics of a genre. <b>Same as 1-RL-LCS-2.1</b>	12.1 Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action. <b>NEW</b>
12.2 Recognize the crafted text structure of recurring phrases. <b>K-RL-LCS-2.2 Recognize dialogue and recurring phrases in text.</b>	12.2 Recognize how the author uses the crafted text structures of recurring phrases and dialogue. <b>1-RL-LCS-2.2 Identify and discuss dialogue and recurring phrases in text.</b>	12.2 Recognize characteristics of crafted text structures such as diary, seesaw texts, and circular texts. <b>NEW</b>

**Range and Complexity (RC)**

**Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.**

**Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.**

KINDERGARTEN	GRADE ONE	GRADE TWO
<p>13.1 Engage in whole and small group reading with purpose and understanding.  <b>K-RL-RC-1.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.</b></p>	<p>13.1 Engage in whole and small group reading with purpose and understanding.  <b>1-RL-RC-1.1 Engage in whole and small group reading with purpose and understanding, through teacher modeling and gradual release of responsibility.</b></p>	<p>13.1 Engage in whole and small group reading with purpose and understanding.  <b>2-RL-RC-1.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.</b></p>
<p>13.2 Read independently for sustained periods of time to build stamina. <b>NEW</b></p>	<p>13.2 Read independently for sustained periods of time to build stamina. <b>NEW</b></p>	<p>13.2 Read independently for sustained periods of time to build stamina. <b>NEW</b></p>
<p>13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.  <b>K-RL-RC-1.2 Engage in grade level independent reading and confer with adults and peers to become self-directed, critical readers and thinkers.</b></p>	<p>13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.  <b>1-RL-RC-1.2 Engage in grade level independent reading and confer with adults and peers to become self-directed, critical readers and thinkers.</b></p>	<p>13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers. teacher modeling and gradual release of responsibility.  <b>2-RL-RC-1.2 Engage in grade level independent reading and confer with adults and peers to become self-directed, critical readers and thinkers.</b></p>

# Reading – Informational Text (RI)

## ***Expectations for Teaching and Learning***

***Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.***

By the end of second grade, students read informational (expository/persuasive/argumentative) texts in print and multimedia formats of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedic entries, book reviews, journals, and speeches. They also read directions, maps, timelines, and graphs.

## ***Fundamentals of Reading***

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

## **Principles of Reading (P)<sup>2</sup>**

**Standard 1: Demonstrate understanding of the organization and basic features of print.**

<b>KINDERGARTEN</b>	<b>GRADE ONE</b>	<b>GRADE TWO</b>
1.1 Follow words from left to right, top to bottom, and front to back.	1.1 Recognize the distinguishing features of a sentence.	<i>1.1 Students are expected to build upon and continue applying previous learning.</i>
1.2 Recognize that spoken words are represented in written language by specific sequences of letters.	<i>1.2 Students are expected to build upon and continue applying previous learning.</i>	
1.3 Understand that words are separated by spaces in print.	<i>1.3 Students are expected to build upon and continue applying previous learning.</i>	
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	<i>1.4 Students are expected to build upon and continue applying previous learning.</i>	

<sup>2</sup> Repeated from Reading: Literary Text

**Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.**

2.1 Recognize and produce rhyming words.	2.1 Distinguish long from short vowel sounds in spoken single-syllable words.	<i>2.1 Students are expected to build upon and continue applying previous learning.</i>
2.2 Count, pronounce, blend, and segment syllables in spoken words.	2.2 Produce single-syllable words by blending sounds, including consonant blends in spoken words.	<i>2.2 Students are expected to build upon and continue applying previous learning.</i>
2.3 Blend and segment onsets and rimes of single-syllable spoken words.	2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	<i>2.3 Students are expected to build upon and continue applying previous learning.</i>
2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.	2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.	<i>2.4 Students are expected to build upon and continue applying previous learning.</i>
2.5 Add or substitute individual sounds in simple, one-syllable words to make new words.	<i>2.5 Students are expected to build upon and continue applying previous learning.</i>	

**Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.**

3.1 Produce one-to-one letter-sound correspondences for each consonant.	3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.	3.1 Use knowledge of r-controlled vowels to read.
3.2 Associate long and short sounds of the five major vowels with their common spellings.	3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	3.2 Use knowledge of how syllables work to read multisyllabic words.
3.3 Read regularly spelled one-syllable words.	3.3 Read a two-syllable word by breaking the word into syllables.	3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.
3.4 Distinguish between similarly spelled consonant-vowel-consonant-patterned words by identifying the sounds of the letters that differ.	3.4 Use final -e and common vowel team conventions to read words with long vowel sounds.	3.4 Use and apply knowledge of vowel diphthongs.
3.5 Read common high-frequency words.	3.5 Read words with inflectional endings.	3.5 Use and apply knowledge of how inflectional endings change words.
3.6 Recognize grade-appropriate irregularly spelled words.	3.6 Recognize and read grade-appropriate irregularly spelled words.	3.6 Recognize and read grade-appropriate irregularly spelled words.

**Standard 4: Read with sufficient accuracy and fluency to support comprehension.**

4.1 Read emergent-reader texts with purpose and understanding.	4.1 Read grade-level texts with purpose and understanding.	4.1 Read grade-level texts with purpose and understanding.
4.2 Read emergent texts orally with accuracy, appropriate rate, and expression.	4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.	4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
4.3 Use picture cues to confirm or self-correct word recognition and understanding.	4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.	<i>Students are expected to build upon and continue applying previous learning.</i>

**Meaning and Context (MC)**

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

Standard 1: Determine meaning and develop logical interpretations drawn from text, including where the text leaves things indeterminate, by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and exploring multiple interpretations.

KINDERGARTEN	GRADE ONE	GRADE TWO
<p>5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.</p> <p>K-RI-MC-1.1 Ask and answer questions to make predictions using prior knowledge, text features, author, and title.</p>	<p>5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.</p> <p>1-RI-MC-1.2 Ask and answer questions to determine who, what, when, where, why, and how.</p>	<p>5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.</p> <p>2-RI-MC-1.1 Ask and answer questions to make predictions using prior knowledge, text features, information about the author, and the title.</p>
<p>5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.</p> <p>K-RI-MC-1.2 Ask and answer questions to determine who, what, when, where, why, and how to identify key details, infer and draw conclusions.</p>	<p>5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.</p> <p>1-RI-MC-1.1 Ask and answer questions to make predictions using prior knowledge, text characteristics, text features, author, and title.</p>	<p>5.2 Make predictions before and during reading; confirm or modify thinking.</p> <p>2-RI-MC-1.1 Ask and answer questions to make predictions using prior knowledge, text features, information about the author, and the title.</p>

**Standard 6: Summarize key details and ideas to support analysis of central ideas.**

**Standard 2: Determine and analyze the development of central ideas of texts; summarize key details and ideas to support analysis.**

<p>6.1 With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.  <b>K-RI-MC-2.1 Retell the central idea and key details from a text heard, read, or viewed.</b>  <b>K-RI-MC-1.3 Cite evidence from a text heard or read to support responses.</b></p>	<p>6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.  <b>1 1-RI-MC-2.1 Retell the central idea and key details from a text heard, read, or viewed.</b>  <b>1-RI-MC-1.3 Ask and answer questions to identify central ideas and supporting details, and to infer and draw conclusions.</b></p>	<p>6.1 Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.  <b>2-RI-MC-1.2 Ask and answer questions to explain the central idea and supporting details.</b></p>
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**Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

**Standard 3: Build knowledge of a topic, idea, or concept through researching in multiple media, modalities, and formats.**

<p>7.1 With guidance and support, compare topics or ideas within a thematic or author study heard, read, or viewed.  <b>K-RI-MC-3.1 Read or listen closely to compare texts in a thematic or author study.</b></p>	<p>7.1 Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.  <b>1-RI-MC-3.1 Compare and contrast texts in a thematic, author, or genre study.</b></p>	<p>7.1 Compare and contrast topics, ideas, or concepts across texts in a thematic, author, or genre study heard, read, or viewed.  <b>2-RI-MC-3.1 Compare and contrast diverse texts on the same topic, idea, or concept.</b></p>
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**Language, Craft, and Structure (LCS)**

**Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.**

**Standard 1: Interpret the use of words, phrases, text features, structures, and their relationships to analyze how the author’s choices shape meaning.**

KINDERGARTEN	GRADE ONE	GRADE TWO
<p>8.1 With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.  <b>K-RI-LCS-1.1 Recognize and classify informational texts.</b></p>	<p>8.1 Identify words, phrases, illustrations, and photographs used to provide information.  <b>1-RI-LCS-1.1 Recognize and classify informational texts</b></p>	<p>8.1 Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.  <b>2-RI-LCS-1.1 Explain how author’s use of text features conveys meaning.</b></p>
<p>8.2 With guidance and support, use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship</p>	<p>8.2 Use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.</p>	<p>8.2 Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text.  <b>2-RI-LCS-1.2 Explain the effect of word choice,</b></p>

<p>between these features and the text.</p> <p>K-RI-LCS-1.2 Recognize and classify the text features.</p> <p>K-RI-LCS-1.3 Discuss how author's choice of words and text features contribute to meaning.</p>	<p>1-RI-LCS-1.2 Identify the author's use of text features in conveying meaning.</p> <p>1-RI-LCS-1.3 Explain how elements of the author's word choice, sequential order, and simple cause and effect relationships affect meaning.</p>	<p>text structures, cause/effect relationships, and compare/contrast relationships on meaning.</p>
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**Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

**Standard 3: Apply a range of strategies to determine the meaning of unknown and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

<p>9.1 With guidance and support, ask and answer questions about known and unknown words.</p> <p>K-RI-LCS-3.1 Ask and answer questions about unknown words in a text.</p>	<p>9.1 Ask and answer questions about known and unknown words in a text.</p> <p>1-RI-LCS-3.1 Ask and answer questions about unknown words in a text.</p>	<p>9.1 Use context to determine the meaning of words and phrases.</p> <p>2-RI-LCS-3.1 Use context to determine the meaning of a word or phrase.</p>
<p>9.4 With guidance and support, identify new meanings for familiar words and apply them accurately.</p> <p>K-RI-LCS-3.2 Identify new meanings for familiar words and apply them accurately.</p>	<p>9.2 Identify new meanings for familiar words and apply them accurately. Same as 1-RI-LCS-3.2</p>	<p>9.2 Determine the meaning of a newly formed word when a known affix is added to the word.</p> <p>2-RI-LCS-3.2 Determine the meaning of the new word formed when a known prefix is added to a known word.</p>
<p>9.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.</p> <p>K-RI-LCS-3.3 Use inflections and affixes to determine the meaning of unknown words.</p>	<p>9.3 Use inflectional endings and affixes to determine the meaning of unknown words.</p> <p>1-RI-LCS-3.3 Use inflections and affixes to determine the meaning of unknown words.</p>	<p>9.3 Use a base word to determine the meaning of an unknown word with the same base.</p> <p>2-RI-LCS-3.3 Use a root word to determine the meaning of an unknown word with the same root.</p>
<p>9.5 With guidance and support, use print and multimedia resources to explore word relationships and meanings.</p> <p>K-RI-LCS-3.4 Explore word relationships and nuances in word meanings.</p>	<p>9.4 Use print and multimedia resources to explore word relationships and meanings.</p> <p>1-RI-LCS-3.4 Explore word relationships and nuances in word meanings.</p>	<p>9.4 Use print and multimedia resources to determine or clarify the precise meaning of words and phrases.</p> <p>2-RI-LCS-3.4 Use print and digital resources to determine or clarify the meaning of words or phrases.</p>
<p>9.5 With guidance and support, use words and phrases acquired through talk and text;</p>	<p>9.5 Use words and phrases acquired through talk and text; explore nuances of words</p>	<p>9.6 Acquire and use general academic and domain-specific words and phrases</p>

explore nuances of words and phrases. K-RI-LCS-3.5 Use words and phrases acquired through talk and text.	and phrases. 1-RI-LCS-3.5 Use words and phrases acquired through talk and text.	acquired through talk and text; identify nuances of words and phrases. 2-RI-LCS-3.5 Use words and phrases acquired through talk and text appropriately.
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**Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.**

**Standard 2: Analyze and provide evidence of how the author’s purpose or perspective shapes the structure and style of the text.**

10.1 Identify the author and illustrator and define the role of each. K-RI-LCS-2.1 Identify the author and illustrator/photographer/graphic designer and define the role of each.	10.1 Identify the author’s purpose – to explain, entertain, inform, or convince. Same as 1-RI-LCS-2.1	10.1 Identify and analyze the author’s purpose. 2-RI-LCS-2.1 Identify the author’s purpose—to explain, entertain, inform, or convince.
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**Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.**

**NEW**

11.1 With guidance and support, explore informational text structures within texts heard or read. <b>NEW</b>	11.1 Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships. <b>NEW</b>	11.1 Identify sequential order, cause and effect relationships, and compare and contrast structures within texts to locate information and gain meaning. <b>NEW</b>
11.2 With guidance and support, identify the reasons an author gives to support a position. <b>NEW</b>	11.2 Identify the reasons an author gives to support a position. <b>NEW</b>	11.2 Identify the structures an author uses to support specific points. <b>NEW</b>

### **Range and Complexity (RC)**

**Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. Same as RC-Standard 1**

<b>KINDERGARTEN</b>	<b>GRADE ONE</b>	<b>GRADE TWO</b>
12.1 Engage in whole and small group reading with purpose and understanding. K-RI-RC-1.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.	12.1 Engage in whole and small group reading with purpose and understanding. 1-RI-RC-1.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.	12.1 Engage in whole and small group reading with purpose and understanding. 2-RI-RC-1.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.

12.2 Read independently for sustained periods of time. <b>NEW</b>	12.2 Read independently for sustained periods of time. <b>NEW</b>	12.2 Read independently for sustained periods of time. <b>NEW</b>
12.3 Read and respond according to task and purpose to become self-directed, critical readers, and thinkers. K-RI-RC-1.2 Engage in grade level independent reading and confer with adults and peers to become self-directed, critical readers and thinkers.	12.3 Read and respond according to task and purpose to become self-directed, critical readers, and thinkers. 1-RI-RC-1.2 Engage in grade level independent reading and confer with adults and peers to become self-directed, critical readers and thinkers.	12.3 Read and respond according to task and purpose to become self-directed, critical readers, and thinkers. 2-RI-RC-1.2 Engage in grade level independent reading and confer with adults and peers to become self-directed, critical readers and thinkers.

# Writing (W)

## ***Expectations for Teaching and Learning***

***Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.***

## ***Fundamentals of Writing***

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

## **Meaning, Context, and Craft (MCC)**

**Standard 1: Write arguments to support claims with clear reasons and relevant evidence.**

**Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

KINDERGARTEN	GRADE ONE	GRADE TWO
1.1 Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it. Same as K-W-MCC-1.1	1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.  <b>1-W-MCC-1.1 Write opinion pieces that introduce the topic, state an opinion, supply a reason, and provide a sense of closure.</b>	1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic or text, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.  <b>2-W-MCC-1.1 Write opinion pieces that:</b> <ol style="list-style-type: none"> <li>introduce the topic;</li> <li>state an opinion and supply reasons;</li> <li>use transitional words; and</li> <li>provide a concluding statement or section.</li> </ol>

**Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Same as Standard 2**

<p>2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.</p> <p><b>K-W-MCC-2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory pieces that name the topic and supplies information about the topic.</b></p>	<p>2.1 Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure.</p> <p><b>1-W-MCC-2.1 Write informative/explanatory pieces that name a topic, supply facts and provide a sense of closure.</b></p>	<p>2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>2-W-MCC-2.1 Write informative/explanatory pieces that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</b></p>
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**Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Same as standard 3**

<p>3.1 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.</p> <p><b>K-W-MCC-3.1 Use a combination of drawing, dictating, and writing to narrate events in order and react to the events that happened.</b></p>	<p>3.1 Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.</p> <p><b>1-W-MCC-3.1 Write narratives that describe two or more appropriately sequenced events, which include details, use chronological words, and provide a sense of closure.</b></p>	<p>3.1 Explore multiple texts to write narratives that recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><b>2-W-MCC-3.1 Write narratives that:</b></p> <ol style="list-style-type: none"> <li>a. elaborate an event or short sequence of events;</li> <li>b. include details to describe actions, thoughts, and feelings;</li> <li>c. use chronological words to signal event order; and</li> <li>d. provide a conclusion.</li> </ol>
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## Language (L)

**Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.**

**Standard 1: Demonstrate command of the conventions of Standard American English grammar and usage when writing and speaking.**

KINDERGARTEN	GRADE ONE	GRADE TWO
4.1 With guidance and support, use nouns. NEW	4.1 Use common, proper, and possessive nouns. 1-W-L-1.1 Use common, proper, and possessive nouns, personal pronouns; and verbs to convey when an action happened.	4.1 Use collective nouns. NEW
4.2 With guidance and support, form regular plural nouns orally by adding /s/ or /es/. NEW	4.2 Use singular and plural nouns with matching verbs in basic sentences. 1-W-L-1.1 Use common, proper, and possessive nouns, personal pronouns; and verbs to convey when an action happened.	4.3 Form and use frequently occurring irregular plural nouns. 2-W-L-1.1 Form and use frequently occurring irregular plural nouns and reflexive pronouns
4.3 With guidance and support, understand and use interrogatives. NEW	4.4 Use personal, possessive, and indefinite pronouns. 1-W-L-1.1 Use common, proper, and possessive nouns, personal pronouns; and verbs to convey when an action happened.	4.4 Use reflexive pronouns. 2-W-L-1.1 Form and use frequently occurring irregular plural nouns and reflexive pronouns
4.4 With guidance and support, use verbs. NEW	4.4 Use verbs to convey a sense of past, present, and future. 1-W-L-1.1 Use common, proper, and possessive nouns, personal pronouns; and verbs to convey when an action happened.	4.4 Form and use the past tense of frequently occurring irregular verbs. Same as 2-W-L-1.2
4.5 With guidance and support, use adjectives. NEW	4.5 Use adjectives and adverbs. 1-W-L-1.2 Use adjectives to describe nouns; frequently occurring conjunctions; and simple prepositional phrases.	4.5 Use adjectives and adverbs, and choose between them depending on what is to be modified. 2-W-L-1.3 Use adjectives and adverbs to produce and expand simple and compound sentences, and questions in shared and independent writing.
4.6 With guidance and support, use prepositional phrases. NEW	4.6 Use prepositions. 1-W-L-1.2 Use adjectives to describe nouns; frequently occurring conjunctions; and simple prepositional phrases.	4.6 Use positional, time, and place prepositions. NEW

4.7 With guidance and support, use conjunctions. <b>NEW</b>	4.7 Use conjunctions.” <b>1-W-L-1.2 Use adjectives to describe nouns; frequently occurring conjunctions; and simple prepositional phrases.</b>	4.7 Use conjunctions. <b>NEW</b>
4.8 Produce and expand complete sentences. <b>K-W-L-1.1 Produce and expand complete sentences and questions in shared and independent writing activities.</b>	4.8 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. <b>1-W-L-1.3 Produce and expand complete sentences and questions during shared and independent writing.</b>	4.8 Produce, expand, and rearrange complete simple and compound sentences. <b>2-W-L-1.3 Use adjectives and adverbs to produce and expand simple and compound sentences, and questions in shared and independent writing.</b>

**Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**Standard 2: Demonstrate command of the conventions of Standard American English capitalization, punctuation, and spelling when writing.**

5.1 Capitalize the first word in a sentence and the pronoun <i>I</i> . <b>K-W-L-2.1 Capitalize familiar names, first word in a sentence, and the pronoun I.</b>	5.1 Capitalize the first word of a sentence, dates, names, and the pronoun <i>I</i> . <b>1-W-L-2.1 Capitalize dates, proper nouns, and titles.</b>	5.1 Capitalize greetings, months, days of the week, holidays, geographic names, and titles. <b>2-W-L-2.1 Capitalize holidays, dates, geographic names, and titles.</b>
5.2 Recognize and name end punctuation. <b>K-W-L-2.2 Use periods, exclamation points, and question marks.</b>	5.2 Use: a. periods, question marks, and exclamation marks at the end of sentences; and b. commas in dates and to separate items in a series. <b>1-W-L-2.2 Use end punctuation for sentences.</b>	5.2 Use: a. periods, question marks, or exclamation marks at the end of sentences; b. commas in greetings and closings of letters, dates, and to separate items in a series; and c. apostrophes to form contractions and singular possessive nouns. <b>2-W-L-2.2 Use commas for greetings and closings of letters, compound sentences, and single words in a series.</b> <b>2-W-L-2.6 Use periods after abbreviations, quotation marks, and dashes or ellipses to show pause or to slow the text.</b>
5.4 Write letter(s) for familiar consonant and vowel sounds. <b>K-W-L-2.3 Write familiar words.</b>	Use conventional spelling for words with common spelling patterns. <b>1-W-L-2.3 Spell high frequency words conventionally.</b>	Generalize learned spelling patterns and word families. <b>2-W-L-2.4 Spell unknown words phonetically using spelling conventions, common patterns, or word parts.</b>

5.5 Spell simple words phonetically. K-W-L-2.4 Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words. 1-W-L-2.4 Spell unknown words phonetically using spelling conventions, common patterns, or word parts.	5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high frequency words. 2-W-L-2.3 Spell high frequency words conventionally.
5.6 Consult print and multimedia resources to check and correct spellings. K-W-L-2.5 Consult a word wall, anchor chart, and/or picture dictionary as needed and appropriate.	5.4 Consult print and multimedia resources to check and correct spellings. 1-W-L-2.6 Consult a word wall, anchor chart, picture dictionary, and/or simple reference materials as needed and appropriate.	5.5 Consult print and multimedia resources to check and correct spelling 2-W-L-2.7 Consult a word wall, anchor chart, picture dictionary, and/or simple reference material as needed and appropriate.

### **Range and Complexity (RC)**

**Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.**

**Same as K-W-RC-1**

<b>KINDERGARTEN</b>	<b>GRADE ONE</b>	<b>GRADE TWO</b>
6.1 With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences. Same as K-W-RC-1.1	6.1 With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences. Same as 1-W-RC-1.1	6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences. 2-W-RC1.1 Write routinely and persevere in domain-specific writing tasks. 2-W-RC1.2 Write for a variety of purposes and audiences over short and extended time frames.
6.2 Print upper- and lowercase letters. K-FOR-1.4 Recognize and name all upper- and lowercase letters of the alphabet.	6.2 Print upper- and lower-case letters proportionally, using appropriate handwriting techniques. 1-W-RC-1.2 Print upper- and lower-case letters using appropriate handwriting techniques. 1-W-RC-1.3 Form upper- and lower-case letters efficiently and proportionally in manuscript print.	6.3 Print upper- and lower-case letters proportionally using appropriate handwriting techniques. 2-W-RC1.3 Form upper- and lower-case letters efficiently and proportionally in manuscript print.

<p>6.4 Recognize that print moves from left to right and that there are spaces between words.</p> <p><b>K-FOR-1.1 Follow words from left to right, top to bottom, and page by page.</b></p>	<p>6.3 Write left to right leaving space between words. <b>Same as 1-W-RC-1.4</b></p>	<p><i>6.3 Students are expected to build upon and continue applying previous learning.</i></p>
<p>6.4 Locate letter keys on an electronic device.</p> <p><b>NEW</b></p>	<p>6.4 Locate letter keys on an electronic device to type simple messages.</p> <p><b>1-W-RC-1.5 Locate letter keys on a computer keyboard to type simple messages.</b></p>	<p>6.4 Begin to develop efficient keyboarding skills. <b>Same as 2-W-RC1.4</b></p>
<p><i>This indicator begins in Grade Two.</i></p>		<p>6.5 Begin to develop cursive writing. <b>Same as 2-W-RC1.5</b></p>

# Communication (C)

## ***Expectations for Teaching and Learning***

***Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.***

***Teachers should continue to address earlier standards as they apply to more complex text.***

***Students are expected to build upon and continue applying concepts learned previously.***

## ***Fundamentals of Communication***

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other’s ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

## **Meaning and Context (MC)**

**Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives. Same as K-C-MC-1**

KINDERGARTEN	GRADE ONE	GRADE TWO
1.1 Explore and create meaning through play, conversation, drama, and story-telling. <b>K-C-MC-1.1 Explore and create meaning through play, conversation, and drama.</b>	1.1 Explore and create meaning through conversation, drama, questioning, and story-telling. <b>Same as 1-C-MC-1.1</b>	1.1 Explore and create meaning through conversation, drama, questioning, and story-telling. <b>2-C-MC-1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.</b>
1.2 Practice the skills of taking turns, listening to others, and speaking clearly. <b>Same as K-C-MC-1.2</b>	1.2 Practice the skills of taking turns, listening to others, and speaking clearly. <b>Same as 1-C-MC-1.2</b>	1.2 Apply the skills of taking turns, listening to others, and speaking clearly. <b>2-C-MC-1.2 Practice the skills of taking turns, listening to others, and speaking clearly.</b>
1.2 Practice verbal and nonverbal techniques including volume and tone, eye contact,	1.3 Practice techniques of volume, eye contact, facial expressions, posture,	1.4 Apply verbal and nonverbal techniques including volume and tone, eye contact,

<p>facial expressions, and posture.  <b>K-C-MC-1.3 Apply techniques of adequate volume, appropriate eye contact, facial expressions and posture.</b></p>	<p>gestures, and space.  <b>1-C-MC-1.3 Apply techniques of adequate volume, appropriate eye contact, facial expressions, posture, gestures, and space.</b></p>	<p>facial expressions, and posture.  <b>2-C-MC-1.3 Apply techniques of adequate volume, appropriate eye contact, facial expressions, posture, gestures, and space.</b></p>
<p>1.5 Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.  <b>K-C-MC-1.4 Participate in conversations with varied partners about focused topics in small and large groups.</b></p>	<p>1.6 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.  <b>1-C-MC-1.4 Participate in shared conversations with varied partners about focused topics in small and large groups.</b></p>	<p>1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.  <b>2-C-MC-1.4 Participate in shared conversations with varied partners about focused topics in small and large groups.</b></p>
<p>1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made. <b>Same as K-C-MC-1.6</b></p>	<p>1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.  <b>1-C-MC-1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made.</b></p>	<p>1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.  <b>2-C-MC-1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made.</b></p>
<p><i>1.6 This indicator does not begin until English 1.</i>  <b>English 1 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.</b></p>		

**Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.**

**Same as K-C-MC-2**

<p>2.1 With guidance and support, recall information from experiences or gather information from sources to ask and answer questions. <b>NEW</b></p>	<p>2.1 Express ideas gathered from various print and multimedia sources in a clear and concise manner.  <b>1-C-MC-2.1 Express ideas gathered from various print and non-print sources in a clear and concise manner.</b></p>	<p>2.1 Articulate ideas and information gathered from various print and multimedia in a concise manner that maintains a clear focus.  <b>2-C-MC-2.1 Articulate ideas and information gathered from various print and non-print sources concise manner that maintains a clear focus.</b></p>
<p>2.2 With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.  <b>K-C-MC-2.1 Express ideas to others during daily classroom activities and routines.</b></p>	<p>2.2 Participate in shared research exploring a variety of texts; express opinions and talk about findings.  <b>1-C-MC-2.2 Explore varying perspectives.</b></p>	<p>2.2 Participate in shared research; record observations, new learning, opinions and articulate findings.  <b>2-C-MC-2.2 Identify varying perspectives.</b></p>

**Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.**

Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and digital media to enrich understanding when presenting ideas and information.

3.1 Explore how ideas and topics are depicted in a variety of media and formats. Same as K-C-MC-3.2	3.1 Explore and compare how ideas and topics are depicted in a variety of media and formats. Same as 1-C-MC-3.2	3.1 Explain how ideas and topics are depicted in a variety of media and formats. 2-C-MC-3.2 Compare and explain how ideas and topics are depicted in a variety of media and formats.
3.2 Use appropriate props, images, or illustrations to support verbal communication. Same as K-C-MC-3.1	3.2 Use visual displays to support verbal communication and clarify ideas, thoughts, and feelings. Same as 1-C-MC-3.1	3.2 Create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings. 2-C-MC-3.1 Create a simple presentation using audio, visual, and/or digital tools to support communication and clarify ideas, thoughts, and feelings.

**Language, Craft and Structure (LCS)**

**Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.**

Standard 1: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audiences to convey messages.

KINDERGARTEN	GRADE ONE	GRADE TWO
4.1 Identify speaker’s purpose. NEW	4.1 Identify speaker’s purpose and details that keep the listener engaged. NEW	4.1 Identify speaker’s purpose and details that keep the listener engaged. 2-C-LCS-1.1 Listen closely to a presenter. 2-C-LCS-1.2 Recall the message conveyed by the presenter.
4.2 Identify the introduction and conclusion of a presentation. NEW	4.2 Identify the introduction, body, and conclusion of a presentation. NEW	4.2 Determine if the presentation has a logical introduction, body, and conclusion. NEW
4.5 Identify when the speaker uses intonation and word stress. K-C-LCS-1.1 Listen closely to a speaker. K-C-LCS-1.2 Recall the message conveyed by	4.6 Identify when the speaker uses intonation and word stress and includes media. 1-C-LCS-1.1 Listen closely to a speaker. 1-C-LCS-1.2 Recall the message conveyed	4.5 Identify when the speaker uses intonation and word stress, includes media, addresses the audience, and determines word choice. NEW

<p>the speaker.</p> <p>K-C-LCS-1.3 Reflect on a presentation by stating an opinion, making a comment, or asking a question.</p>	<p>by the speaker.</p> <p>1-C-LCS-1.3 Reflect on a presentation by stating an opinion, making a comment, or asking a question.</p>	
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**Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.**

Standard 2: Incorporate craft techniques to stylistically and structurally engage and impact audience and convey messages.

<p>5.1 Use voice inflection, expression, rhythm, and rhyme, when presenting poems, short stories, role-plays, or songs.</p> <p>K-C-LCS-2.1 Use voice inflection, expression, rhythm, and rhyme, through poems, short stories, role-play, or songs.</p>	<p>5.1 Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme.</p> <p>1-C-LCS-2.1 Create presentations independently by modifying familiar poems, short stories, role-plays, or songs.</p> <p>1-C-LCS-2.2 Use voice inflection, expression, rhythm, and rhyme.</p>	<p>5.1 Utilize intonation and word stress to highlight essential concepts and engage the audience.</p> <p>2-C-LCS-2.1 Set a purpose and integrate structural techniques to create presentations.</p>
<p>5.2 Employ repetitive language, onomatopoeia, and/or alliteration to impact the audience.</p> <p>K-C-LCS-2.2 Use repetitive language, onomatopoeia, and/or alliteration to impact the audience.</p>	<p>5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact.</p> <p>1-C-LCS-2.3 Use a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact.</p>	<p>5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, metaphor, onomatopoeia, and alliteration for impact.</p> <p>2-C-LCS-2.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact.</p>
<p>5.3 This Indicator does not begin until English 1.</p> <p><b>English 1</b> Develop messages that use logical, emotional, and ethical appeals.</p>		

# Disciplinary Literacy

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Reading, writing, communicating, thinking critically, and performing in meaningful, relevant ways within and across disciplines are essential practices for accessing and deeply understanding content. Immersion in the language and thinking processes valued by each discipline guides students to develop and cultivate a deeper understanding of particular disciplines.

College- and career-ready students must be able to expertly navigate curriculum, paying close attention to practices unique to a particular discipline. Disciplinary Literacy works in concert with Inquiry-Based Literacy Standards to prepare students for the demands of the 21<sup>st</sup> century. These practices also offer opportunities for students to demonstrate their understanding of the content in traditional and non-traditional ways.

The *South Carolina College- and Career-Ready Standards for English Language Arts 2015* include the Disciplinary Literacy practices listed below:

- **Read, write, and communicate using knowledge of a particular discipline.**
- **Integrate the Reading, Writing, and Communication Standards and the Inquiry-Based Literacy Standards to communicate and create understanding within content areas.**
- **Extend and deepen understanding of content through purposeful, authentic, real-world tasks to show understanding and integration of content within and across disciplines.**

# **Grade Three through Five Standards and Indicators**

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# Inquiry-Based Literacy Standards (I)

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**Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.**

GRADE THREE	GRADE FOUR	GRADE FIVE
1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.	1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.	1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.

**Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.**

2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.	2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.	2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.
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**Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**

3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.	3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.	3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.
3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.	3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.	3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.

**Standard 4: Synthesize information to share learning and/or take action.**

4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.	4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.	4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.
4.2 Reflect on findings to build deeper understanding and determine next steps.	4.2 Reflect on findings to build deeper understanding and determine next steps.	4.2 Reflect on findings to build deeper understanding and determine next steps.
4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.	4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.	4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.

**Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.**

5.1 Acknowledge and value individual and collective thinking.	5.1 Acknowledge and value individual and collective thinking.	5.1 Acknowledge and value individual and collective thinking.
5.2 Employ past learning to monitor and assess current learning to guide inquiry.	5.2 Employ past learning to monitor and assess current learning to guide inquiry.	5.2 Employ past learning to monitor and assess current learning to guide inquiry.
5.3 Assess the process to revise plan and strategies to apply learning for future inquiry.	5.3 Assess the process to revise plan and strategies to apply learning for future inquiry.	5.3 Assess the process to revise plan and strategies to apply learning for future inquiry.

# Reading – Literary Text (RL)

## ***Expectations for Teaching and Learning***

***Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.***

By the end of fifth grade, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, picture books, folktales, legends, tall tales, and myths. In the category of literary nonfiction, they read personal essays, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, and free verse.

## ***Fundamentals of Reading***

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

## **Principles of Reading (P)**

**Standard 1: Demonstrate understanding of the organization and basic features of print.**

GRADE THREE	GRADE FOUR	GRADE FIVE
1.1 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Recognize the distinguishing features of a sentence.		
1.2 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Recognize that spoken words are represented in written language by specific sequences of letters.		
1.3 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Understand that words are separated by spaces in print.		
1.4 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Recognize and name all upper- and lowercase letters of the alphabet.		

**Standard 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

<p>2.1 Students are expected to build upon and continue applying previous learning.  <b>Grade 1</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p>
<p>2.2 Students are expected to build upon and continue applying previous learning.  <b>Grade 1</b> Orally produce single-syllable words by blending sounds including consonant blends in spoken words.</p>
<p>2.3 Students are expected to build upon and continue applying previous learning.  <b>Grade 1</b> Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p>
<p>2.4 Students are expected to build upon and continue applying previous learning.  <b>Grade 1</b> Segment spoken single-syllable words into their complete sequence of individual sounds.</p>
<p>2.5 Students are expected to build upon and continue applying previous learning.  <b>Kindergarten</b> Add or substitute individual sounds in simple, one-syllable words to make new words.</p>

**Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words. Same as Standard 3 in first draft**

<p>3.1 Identify and know the meaning of the most common prefixes and derivational suffixes. Same as 3-FOR-3.1</p>	<p>3.1 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.   <b>4-FOR-3.1 Use combined knowledge of all letter-sound correspondences, syllabication patterns, and roots and affixes to read accurately unfamiliar multisyllabic words in context.</b></p>	<p>3.1 Students are expected to build upon and continue applying previous learning.</p>
<p>3.2 Students are expected to build upon and continue applying previous learning.  <b>Grade 5</b> Use knowledge of how syllables work to read multisyllabic words.</p>		
<p>3.3 Students are expected to build upon and continue applying previous learning.  <b>Grade 2</b> Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</p>		
<p>3.4 Students are expected to build upon and continue applying previous learning.  <b>Grade 2</b> Use and apply knowledge of vowel diphthongs.</p>		
<p>3.5 Students are expected to build upon and continue applying previous learning.  <b>Grade 2</b> Use and apply knowledge of how inflectional endings change words.</p>		
<p>3.6 Read grade-appropriate irregularly spelled words. Same as 3-FOR-3.4</p>	<p>3.6 Students are expected to build upon and continue applying previous learning.</p>	

**Standard 4: Read with sufficient accuracy and fluency to support comprehension.**

4.1 Students are expected to build upon and continue applying previous learning. <i>Grade 2</i> Read grade-level text with purpose and understanding.	
4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings. <i>Same as 3-FOR-4.2</i>	Students are expected to build upon and continue applying previous learning.
4.3 Students are expected to build upon and continue applying previous learning. <i>Grade 1</i> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

**Meaning and Context (MC)**

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

*Standard 1: Determine meaning and develop logical interpretations drawn from text, including where the text leaves things indeterminate, by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and exploring multiple interpretations.*

GRADE THREE	GRADE FOUR	GRADE FIVE
<p>5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.</p> <p>3-RL-MC-C-1.1 Ask and answer literal and inferential questions to make predictions and confirm or modify thinking.</p> <p>3-RL-MC-C-1.2 Ask and answer literal and inferential questions to develop responses explicitly evident in text.</p>	<p>5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.</p> <p>4-RL-MC-1.1 Ask and answer inferential questions to make predictions, confirm or modify thinking when constructing meaning.</p> <p>4-RL-MC-1.2 Ask and answer inferential questions to recognize, understand, and discuss symbolism.</p> <p>4-RL-MC-1.3 Ask and answer inferential questions to support thinking beyond the text to make connections to prior knowledge, to incorporate new knowledge, and to relate important ideas within texts to each other.</p> <p>4-RL-MC-1.4 Ask and answer inferential questions to refer to key ideas and examples in a text when explicitly</p>	<p>5.1 Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.</p> <p>5-RL-MC-1.1 Quote accurately from a text to describe incidents that advances the plot, explaining how each gives rise to or foreshadows future events.</p> <p>5-RL-MC-1.2 Quote accurately from a text to make inferences and draw conclusions.</p>

	explaining and drawing inferences from the text.	
5.2 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Make predictions before and during reading; confirm or modify thinking.		

**Standard 6: Summarize key details and ideas to support analysis of thematic development**

**Standard 2: Determine and analyze the development of themes of texts; summarize key details and ideas to support analysis.**

6.1 Determine the theme by recalling key details that support the theme. 3-RL-MC-C-2.1 Summarize and analyze text using key details as evidence to support the theme.	6.1 Determine the development of a theme within a text; summarize using key details. 4-RL-MC-2.1 Determine and analyze multiple themes within a text and summarize using evidence to support the interpretation.	6.1 Determine and analyze the development of a theme within a text; summarize using key details. 5-RL-MC-2.1 Determine and analyze the themes across texts, citing evidence to support conclusions and summarize the text.
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**Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

**Standard 4: Analyze the relationship among similar ideas, themes, or topics through multiple and diverse media, modalities, and formats.**

7.1 Explain how illustrations contribute to create mood or emphasize aspects of character or setting. 3-RL-MC-C-4.1 Explain how ideas are supported through illustrations and details.	7.1 Explore similarities and differences among textual, dramatic, visual, or oral presentations. 4-RL-MC-4.2 Compare and contrast how diverse texts approach similar ideas, themes, and topics.	7.1 Compare and contrast textual, dramatic, visual, or oral presentations to identify similarities and differences. 5-RL-MC-4.1 Compare and contrast how multiple mediums of artistic representation, video, writing, and other media can develop the author's message.
7.2 Compare and contrast how an author uses characters to develop theme and plot in different texts within a series. 3-RL-MC-C-4.2 Compare and contrast how an author uses characters to develop theme and plot in different texts within a series.	7.2 Compare and contrast the treatment of similar themes, topics, and patterns of events in texts and diverse media. 4-RL-MC-4.1 Explain how descriptions and ideas in the text are depicted in visual or auditory representations.	7.2 Compare and contrast the treatment of similar themes, topics, and patterns of events depicted in diverse modalities. 5-RL-MC-4.2 Analyze similarities and differences between an original text and related diverse media.

**Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.**

**Standard 3, Grade 3: Analyze the development of and interactions among characters, events, and ideas that situate a text within a particular context.**

**Standard 3, Grade 4 and 5: Analyze how and why elements of text develop and interact.**

<p>8.1 Use text evidence to:</p> <p>a. describe characters’ traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and</p> <p>b. explain the influence of cultural and historical context on characters, setting, and plot development.</p> <p>3-RL-MC-C-3.1 Use text evidence to explain how and why attributes, actions, traits, motivations, words, thoughts, and feelings of characters contribute to the sequence of events.</p> <p>3-RL-MC-C-3.2 Use text evidence to explain how and why setting affects characters, problems, and solutions and helps in understanding text development.</p>	<p>8.1 Use text evidence to:</p> <p>a. explain how conflicts cause the characters to change or revise plans while moving toward resolution; and</p> <p>b. explain the influence of cultural, historical and social context on characters, setting, and plot development.</p> <p>4-RL-MC-3.1 Use text evidence to explain how problems or conflicts cause the characters to change, revise their plans, or face challenges while moving toward resolution.</p> <p>4-RL-MC-3.2 Use text evidence to explain how the relationship between multiple events, procedures, ideas, concepts, and elements interrelate to develop a plot.</p>	<p>8.1 Cite evidence within text to:</p> <p>a. analyze two or more characters, events, or settings in a text and explain the impact on the plot; and,</p> <p>b. explain the influence of cultural, historical, social and political context on characters, setting, and plot development.</p> <p>5-RL-MC-3.1 Cite evidence within text to analyze two or more characters, events, settings, or ideas in a text and explain the impact on the plot; and</p> <p>5-RL-MC-3.2 Cite evidence within text to support an opinion about the text using multiple events, procedures, ideas, concepts, and elements.</p>
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**Language, Craft, and Structure (LCS)**

**Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.**

**Standard 1: Interpret the author’s use of words, phrases, conventions, features and their relationships to analyze how the author’s choices shape meaning and tone.**

GRADE THREE	GRADE FOUR	GRADE FIVE
<p>9.1 Identify and explain how the author uses metaphor, imagery, personification, hyperbole, and style to shape meaning.</p> <p>3-RL-LCS-1.1 Identify and explain how the author uses word choice and conventions, style, and metaphor, imagery, and personification to shape meaning.</p>	<p>9.1 Identify and explain how the author uses idioms, adages, and proverbs to shape meaning.</p> <p>4-RL-LCS-1.2 Identify and explain the meaning of idioms, adages, and proverbs within context.</p>	<p>9.1 Cite examples of the author’s use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.</p> <p>5-RL-LCS-1.1 Cite examples of the author’s intention to craft using figurative language, dialogue, imagery, idioms, adages, and proverbs.</p>

<p>9.2 Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.</p> <p>3-RL-LCS-1.2 Explain how illustrations convey mood and emphasize aspects of a character or setting to contribute to what is expressed.</p>	<p>9.2 Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.</p> <p>4-RL-LCS-1.1 Cite specific examples of the author’s use of word choice and conventions, style, and hyperbole, imagery, and personification to shape meaning.</p>	<p>9.2 Analyze and cite examples of how the author’s choice of words and conventions combine to create mood, shape meaning, and emphasize aspects of a character or setting.</p> <p>5-RI-LCS-1.2 Analyze how the use of word choice and features combine to shape meaning.</p>
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**Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

**Standard 4: Apply a range of strategies to determine the meaning of unknown and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

<p>10.1 Use paragraph-level context to determine the meaning of words and phrases.</p> <p>3-RL-LCS-4.1 Use context to determine the meaning of words and phrases.</p>	<p>10.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.</p> <p>4-RL-LCS-4.1 Use context to determine the meaning of a word or phrase</p>	<p>10.1 Use cause and effect relationships and comparisons to determine the meaning of words or phrases.</p> <p>5-RI-LCS-4.1 Use context to determine the meaning of a word or phrase</p>
<p>10.2 Determine the meaning of a word when an affix is added to a base word.</p> <p>3-RL-LCS-4.2 Determine the meaning of a new word formed when a known affix is added to a known word.</p>	<p>10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</p> <p>4-RL-LCS-3.2 Use Greek and Latin affixes and roots to determine the meaning of an unknown word.</p>	<p>10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</p> <p>5-RI-LCS-4.2 Use Greek and Latin affixes and roots to determine the meaning of a word.</p>
<p>10.3 <i>Students are expected to build upon and continue applying previous learning.</i>  <b>Grade 2</b> Use a base word to determine the meaning of an unknown word with the same base.</p>		
<p>10.4 <i>Students are expected to continue to build upon concepts learned previously.</i>  <b>Grade 2</b> Use the meanings of individual words to predict the meaning of compound words.</p>		
<p>10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p> <p>3-RL-LCS-4.4 Use print and digital resources to determine or clarify the precise</p>	<p>10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p> <p>4-RL-LCS-3.3 Consult print and digital resources to find the pronunciation and</p>	<p>10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p> <p>5-RI-LCS-4.3 Consult print and digital resources to find the pronunciation and</p>

meaning of words or phrases.	determine or clarify the precise meaning of key words or phrases	determine or clarify the precise meaning of key words or phrases
10.6 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances. 3-RL-LCS-4.5 Acquire and use general academic and domain specific words and phrases through talk and text.	10.6 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon. 4-RL-LCS-3.4 Acquire and use general academic and domain specific words or phrases demonstrating an understanding of nuances and jargon.	10.6 Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon. 5-RI-LCS-4.4 Acquire and use general academic and domain specific words or phrases demonstrating an understanding of transitional words and phrases, nuances, and jargon.

**Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.**

**Standard 3, Grade 3: Analyze and provide evidence of how point of view and the author’s perspective and purpose shapes content, meaning, and style.**

**Standard 3, Grade 4 & 5: Analyze the development of and interactions among characters, events, and ideas that situate a text within a particular context.**

11.1 Explain the differences between first and third person points of view. Same as 3-RL-LCS-3.2	11.1 Compare and contrast first and third person points of view; determine how an author’s choice of point of view influences the content and meaning. 4-RL-LCS-3.1 Compare and contrast first and third person points of view among texts. 4-RL-LCS-3.2 Determine how an author’s choice of point of view influences the content and meaning of text.	11.1 Explain how the author’s choice of the point of view of a narrator or character impacts content, meaning, and how events are described. 5-RL-LCS-3.1 Explain how the author’s choice of the point of view of a narrator or character impacts how events are described. 5-RL-LCS-3.2 Analyze how an author’s choice of point of view impacts the content and meaning of text.
11.2 Compare and contrast the reader’s point of view to that of the narrator or a character. Same as 3-RL-LCS-3.3	11.2 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	

**Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.**

**Standard 2: Analyze the author’s choice of structure within text and the relationship of the parts to each other and the whole to shape meaning.**

<p>12.1 Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions.</p> <p>3-RL-LCS-2.1 Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions to the next part.</p>	<p>12.1 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. <i>NEW</i></p>	<p>12.1 Explain how text structures in prose, drama, or poetry differ using terms unique to the genre.</p> <p>5-RL-LCS-2.1 Analyze the author’s use of words, repeated phrases, transitions, dialect, and dialogue to structure text.</p> <p>5-RL-LCS-2.2 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</p>
<p>12.2 Identify crafted text structures such as a collection of photograph or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text.</p> <p>3-RL-LCS-2.2 Identify crafted text structures used within a genre.</p>	<p>12.2 Determine characteristics of crafted text structures and describe why an author uses this structure.</p> <p>4-RL-LCS-2.1 Explain the author’s use of words, repeated phrases, transitions, dialect, and dialogue to structure text.</p> <p>4-RL-LCS-2.2 Use terms unique to the genre of poetry, drama, and prose to explain major differences.</p>	<p>12.2 Compare how different crafted text structures contribute to meaning and impact the reader. <i>NEW</i></p>

**Range and Complexity (RC)**

**Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. Same as Standard 1: Range and Complexity**

GRADE THREE	GRADE FOUR	GRADE FIVE
<p>13.1 Engage in whole and small group reading with purpose and understanding. <i>NEW</i></p>	<p>13.1 Engage in whole and small group reading with purpose and understanding. <i>NEW</i></p>	<p>13.1 Engage in whole and small group reading with purpose and understanding. <i>NEW</i></p>
<p>13.2 Read independently for sustained periods of time to build stamina. <i>NEW</i></p>	<p>13.2 Read independently for sustained periods of time to build stamina. <i>NEW</i></p>	<p>13.2 Read independently for sustained periods of time to build stamina. <i>NEW</i></p>
<p>13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	<p>13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	<p>13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>

3-RL-RC-1.1 Read grade level text independently and confer with adults and peers to comprehend a text as self-directed, critical readers and thinkers.	4-RL-RC-1.1 Read grade level text independently and confer with adults and peers to comprehend a text as self-directed, critical readers and thinkers.	5-RL-RC-1.1 Read grade level text independently and confer with adults and peers to comprehend a text as self-directed, critical readers and thinkers.
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# Reading – Informational Text (RI)

## ***Expectations for Teaching and Learning***

***Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.***

By the end of fifth grade, students read informational (expository/persuasive/argumentative) texts in print and multimedia formats of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (for example, book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of multimedia informational texts.

## ***Fundamentals of Reading***

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

## **Principles of Reading (P)<sup>3</sup>**

**Standard 1: Demonstrate understanding of the organization and basic features of print.**

GRADE THREE	GRADE FOUR	GRADE FIVE
1.1 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Recognize the distinguishing features of a sentence.		
1.2 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Recognize that spoken words are represented in written language by specific sequences of letters.		
1.3 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Understand that words are separated by spaces in print.		
1.4 Students are expected to build upon and continue applying previous learning.		

<sup>3</sup> Included for Reading: Literary Text

**Kindergarten** Recognize and name all upper- and lowercase letters of the alphabet.

**Standard 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

2.1 Students are expected to build upon and continue applying previous learning.

**Grade 1** Distinguish long from short vowel sounds in spoken single-syllable words.

2.2 Students are expected to build upon and continue applying previous learning.

**Grade 1** Orally produce single-syllable words by blending sounds including consonant blends in spoken words.

2.3 Students are expected to build upon and continue applying previous learning.

**Grade 1** Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.

2.4 Students are expected to build upon and continue applying previous learning.

**Grade 1** Segment spoken single-syllable words into their complete sequence of individual sounds.

2.5 Students are expected to build upon and continue applying previous learning.

**Kindergarten** Add or substitute individual sounds in simple, one-syllable words to make new words.

**Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.**

3.1 Identify and know the meaning of the most common prefixes and derivational suffixes.

3.1 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.

3.1 Students are expected to build upon and continue applying previous learning.

3.2 Students are expected to build upon and continue applying previous learning.

**Grade 2** Use knowledge of how syllables work to read multisyllabic words.

3.3 Students are expected to build upon and continue applying previous learning.

**Grade 2** Read irregularly spelled two-syllable words and words with common prefixes and suffixes.

3.4 Students are expected to build upon and continue applying previous learning.

**Grade 2** Use and apply knowledge of vowel diphthongs.

3.5 Students are expected to build upon and continue applying previous learning.

**Grade 2** Use and apply knowledge of how inflectional endings change words.

3.6 Read grade-appropriate irregularly spelled words.

3.6 Students are expected to build upon and continue applying previous learning.

**Standard 4: Read with sufficient accuracy and fluency to support comprehension.**

4.1 Students are expected to build upon and continue applying previous learning.

**Grade 1** Read grade-level text with purpose and understanding.

4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate,

Students are expected to build upon and continue applying previous learning.

expression, intonation, and phrasing on successive readings.	
4.3 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

### **Meaning and Context (MC)**

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

**Standard 1: Determine meaning and develop logical interpretations drawn from text, including where the text leaves things indeterminate, by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and exploring multiple interpretations.**

<b>GRADE THREE</b>	<b>GRADE FOUR</b>	<b>GRADE FIVE</b>
5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions. <b>3-RI-MCC-1.1</b> Ask and answer literal and inferential questions to make predictions; confirm or modify thinking using information from the text and prior knowledge.	5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions. <b>4-RI-MC-1.1</b> Ask and answer questions to make predictions and confirm or modify thinking using prior knowledge, text features, and text. <b>4-RI-MC-1.2</b> Ask and answer questions to develop responses explicitly evident in text. <b>4-RI-MC-1.3</b> Ask and answer questions to support thinking beyond the text using prior knowledge, incorporating new knowledge, and relating important ideas within texts.	5.1 Quote accurately from a text to analyze meaning in and beyond the text. <b>5-RI-MCC-1.1</b> Ask and answer questions to quote accurately from a text.
5.2 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Make predictions before and during reading; confirm or modify thinking.		

**Standard 6: Summarize key details and ideas to support analysis of central ideas.**

**Standard 2: Determine and analyze the development of central ideas in texts; summarize key details and ideas to support analysis.**

6.1 Summarize multi-paragraph texts using key details to support the central idea. <b>3-RL-MC-C-2.1</b> Summarize and analyze text using	6.1 Summarize multi-paragraph texts using key details to support the central idea. <b>4-RI-MC-2.1</b> Determine and analyze the	6.1 Summarize a text with two or more central ideas; cite key supporting details.
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key details as evidence to support the theme.	central idea within a text using key details and summarize the text.	5-RI-MCC-2.1 Determine and analyze the common central ideas across texts, citing evidence to support conclusions and summarize the texts.
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**Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.**  
**Standard 3: Analyze the relationship among similar ideas or topics through multiple and diverse media, modalities, and formats.**

7.1 Compare and contrast diverse texts on the same topic, idea, or concept. 3-RI-MCC-3.2 Compare and contrast diverse texts on the same topic, idea, or concept.	7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources. Same as 4-RI-MC-3.2	7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources. Same as 5-RI-MCC-3.2
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**Language, Craft, and Structure (LCS)**

**Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.**

**Standard 1: Interpret the use of words, phrases, text features, structures, and their relationships to analyze how the author’s choices shape meaning.**

GRADE THREE	GRADE FOUR	GRADE FIVE
8.1 Explain how the author uses words and phrases to inform, explain, or describe. 3-RI-LCS-1.1 Identify and explain how the author uses word and phrase choices to shape meaning.	8.1 Determine how the author uses words and phrases to shape and clarify meaning. 4-RI-LCS1.1 Identify and explain how the author uses transitions as well as word and phrase choices to shape meaning, providing examples from the text.	8.1 Analyze how the author uses words and phrases to shape and clarify meaning. 5-RI-LCS-1.1 Explain how the author uses transitions as well as word and phrase choices to shape meaning; provide examples from the text.
8.2 Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text. NEW	8.2 Apply knowledge of text features to gain meaning; describe the relationship between these features and the text. 4-RI-LCS1.2 Explain how text features contribute to the meaning of the text. 4-RI-LCS1.3 Explain the effect of text structures on meaning.	8.2 Apply knowledge of text features in multiple sources to gain meaning or solve a problem. 5-RI-LCS-1.2 Explain how text features and structures enhance the meaning of the text.

**Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

**Standard 3: Apply a range of strategies to determine the meaning of unknown and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

<p>9.1 Use paragraph-level context to determine the meaning of words and phrases.  <b>3-RI-LCS-3.1 Use context to determine the meaning of words and phrases.</b></p>	<p>9.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.  <b>4-RI-LCS-3.1 Use context to determine the meaning of a word or phrase.</b></p>	<p>9.1 Use the overall meaning of a text or word's position or function to determine the meaning of a word or phrase.  <b>5-RI-LCS-3.1 Use context to determine the meanings of words or phrases.</b></p>
<p>9.2 Determine the meaning of a word when an affix is added to a base word.  <b>3-RI-LCS-3.2 Determine the meaning of a word when a known affix is added to a known word.</b></p>	<p>9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.  <b>4-RI-LCS-3.2 Use Greek and Latin affixes and roots to determine the meaning of an unknown word.</b></p>	<p>9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.  <b>5-RI-LCS-3.2 Use Greek and Latin affixes and roots to determine the meanings of words.</b></p>
<p>9.3 <i>Students are expected to build upon and continue applying previous learning.</i>  <b>Grade 2 Use a base word to determine the meaning of an unknown word with the same base.</b></p>		
<p>9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.  <b>3-RI-LCS-3.4 Use print and digital resources to determine or clarify the precise meaning of words and phrases.</b></p>	<p><i>Students are expected to build upon and continue applying previous learning.</i></p>	
<p>9.5 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.  <b>3-RI-LCS-3.5 Acquire and use general academic and domain specific words and phrases through talk and text.</b></p>	<p>9.5 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.  <b>4-RI-LCS-3.4 Acquire and use general academic and domain specific words or phrases demonstrating an understanding of nuances and jargon.</b></p>	<p><i>Students are expected to build upon and continue applying previous learning.</i></p>

**Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.**

**Standard 2: Analyze and provide evidence of how the author’s purpose or perspective shapes the structure and style of the text.**

10.1 State the author’s purpose; distinguish one’s own perspective from that of the author. 3-RI-LCS-2.1 Analyze the author’s purpose.	10.1 Identify and describe the difference between a primary and secondary account of the same event or topic. NEW	10.1 Compare and contrast a primary and secondary account of the same event or topic. NEW
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**Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.**

NEW

11.1 Identify problem and solution, description, and question and answer structures to locate information and gain meaning. NEW	11.1 Apply knowledge of text structures to describe how structures contribute to meaning. NEW	11.1 Apply knowledge of text structures across multiple texts to locate information and gain meaning. NEW
11.2 Describe the structures an author uses to support specific points. 3-RI-LCS-2.2 Explain how the author uses facts and details to support key ideas and concepts; distinguish between facts and opinions	11.2 Explain how an author uses reasons and evidence to support particular points. 4-RI-LCS-2.2 Explain how the author uses facts and details to support key ideas and concepts; distinguish between facts and opinions.	11.2 Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which points. NEW 5-RI-LCS-2.2 Identify techniques the author uses to present information.

## Range and Complexity

**Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. Same as Standard 1**

GRADE THREE	GRADE FOUR	GRADE FIVE
12.1 Engage in whole and small group reading with purpose and understanding. 3-RI-RC-1.2 Read and respond to grade level text using scaffolding as needed considering reader and task.	12.1 Engage in whole and small group reading with purpose and understanding. NEW	12.1 Engage in whole and small group reading with purpose and understanding. NEW
12.2 Read independently for sustained periods of time. NEW	12.2 Read independently for sustained periods of time. NEW	12.2 Read independently for sustained periods of time. NEW
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers. 3-RI-RC-1.1 Read grade level text independently and confer with adults and	12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers. 4-RI-RC-1.2 Read and respond to grade level text scaffolding as needed considering	12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers. 5-RI-RC-1.1 Read grade level text independently and confer with adults and

peers to comprehend a text as self-directed, critical readers and thinkers.	reader and task.	peers to comprehend a text as self-directed, critical readers and thinkers.
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# Writing (W)

***Expectations for Teaching and Learning***

***Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.***

***Fundamentals of Writing***

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors’ craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

**Meaning, Context, and Craft (MCC)**

**Standard 1: Write arguments to support claims with clear reasons and relevant evidence.**

**Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

GRADE THREE	GRADE FOUR	GRADE FIVE
<p>1.1 Write opinion pieces that:</p> <ul style="list-style-type: none"> <li>a. introduce the topic or text, state an opinion, and create an organizational structure that includes reasons;</li> <li>b. use information from multiple print and multimedia sources;</li> <li>c. organize supporting reasons logically;</li> <li>d. use transitional words or phrases to connect opinions and reasons;</li> <li>e. use paraphrasing and original language to</li> </ul>	<p>1.1 Write opinion pieces that:</p> <ul style="list-style-type: none"> <li>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;</li> <li>b. use information from multiple print and multimedia sources;</li> <li>c. provide reasons supported by facts and details;</li> <li>d. use transitional words or phrases to</li> </ul>	<p>1.1 Write arguments that:</p> <ul style="list-style-type: none"> <li>a. introduce a topic or text clearly, state a claim, and create an organizational structure in which related ideas are grouped to support the writer’s purpose;</li> <li>b. use information from multiple print and multimedia sources;</li> <li>c. provide logically ordered reasons supported by relevant facts and details;</li> <li>d. use transitional words, phrases, and</li> </ul>

<p>avoid plagiarism; and</p> <p>f. provide a concluding statement or section.</p> <p><b>3-W-MCC-1.1 Write opinion pieces that:</b></p> <ol style="list-style-type: none"> <li>introduce the topic and state an opinion;</li> <li>organize supporting reasons logically;</li> <li>use transition words or phrases to connect opinions and reasons; and</li> <li>provide a concluding section.</li> </ol>	<p>connect opinions and reasons;</p> <p>e. use paraphrasing, quotations, and original language to avoid plagiarism; and</p> <p>f. provide a concluding statement or section related to the opinion presented.</p> <p><b>4-W-MCC.1.1 Write opinion pieces that:</b></p> <ol style="list-style-type: none"> <li>introduce a focused topic and states an opinion;</li> <li>group supporting reasons logically to support the writer’s purpose;</li> <li>supply reasons supported by facts and details;</li> <li>use transition words or phrases to connect opinions and reasons; and</li> <li>provide a concluding section linked to the writer’s purpose.</li> </ol>	<p>clauses to connect claim and reasons;</p> <p>e. use paraphrasing, summarizing, quotations, and original language to avoid plagiarism; and</p> <p>f. provide a concluding statement or section related to the claim presented.</p> <p><b>5-W-MCC-1.1 Write arguments that:</b></p> <ol style="list-style-type: none"> <li>present a focused claim within an introduction;</li> <li>use a variety of evidence for each reason;</li> <li>use transition words, phrases, and clauses to connect claim and reasons; and</li> <li>provide a concluding section that highlights the claim.</li> </ol>
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**Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Same as Standard 2**

<p>2.1 Write informative/explanatory texts that:</p> <ol style="list-style-type: none"> <li>introduce a topic and group related information together;</li> <li>use information from multiple print and multimedia sources;</li> <li>include illustrations to aid comprehension;</li> <li>develop the topic with facts, definitions, and details;</li> <li>use paraphrasing and original language to avoid plagiarism;</li> <li>use transition words and phrases to connect ideas within categories of information;</li> <li>develop a style and tone authentic to the purpose; and</li> </ol>	<p>2.1 Write informative/explanatory texts that:</p> <ol style="list-style-type: none"> <li>introduce a topic clearly;</li> <li>use information from multiple print and multimedia sources;</li> <li>group related information in paragraphs and sections;</li> <li>include formatting, illustrations, and multimedia to aid comprehension;</li> <li>develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;</li> <li>use paraphrasing, quotations, and original language to avoid plagiarism;</li> <li>link ideas within categories of information using words and phrases;</li> <li>use precise language and domain-</li> </ol>	<p><b>2.1 Write informative/explanatory texts that:</b></p> <ol style="list-style-type: none"> <li>introduce a topic clearly;</li> <li>use relevant information from multiple print and multimedia sources;</li> <li>provide a general observation and focus;</li> <li>group related information logically;</li> <li>use credible sources;</li> <li>include formatting, illustrations, and multimedia to aid comprehension;</li> <li>develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;</li> <li>use paraphrasing, quotations, summarizing, and original language to avoid plagiarism;</li> <li>link ideas within and across categories of information using words, phrases, and</li> </ol>
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<p>a. provide a concluding statement or section.</p> <p>3-W-MCC-2.1 Write informative/explanatory pieces that:</p> <p>b. introduce a topic and group related information together;</p> <p>c. include illustrations when needed to aid comprehension;</p> <p>d. develop the topic with facts, definitions, and details;</p> <p>e. use transition words and phrases to connect ideas within categories of information;</p> <p>f. develop a style and tone authentic to the purpose; and</p> <p>g. provide a concluding statement or section.</p>	<p>specific vocabulary to inform or explain the topic;</p> <p>i. develop a style and tone authentic to the purpose; and</p> <p>j. provide a concluding statement or section related to the information or explanation presented.</p> <p>4-W-MCC.2.1 Write informative/explanatory pieces that:</p> <p>a. introduce a topic clearly;</p> <p>b. group related information in paragraphs and sections, include formatting, illustrations, and multimedia to aid comprehension as needed;</p> <p>c. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;</p> <p>d. link ideas within categories of information using words and phrases;</p> <p>e. use precise language and domain-specific vocabulary to inform about or explain the topic;</p> <p>f. develop a style and tone authentic to the purpose; and</p> <p>g. provide a concluding statement or section related to the information or explanation presented.</p>	<p>clauses;</p> <p>j. use precise language and domain-specific vocabulary to inform or explain the topic;</p> <p>k. develop a style and tone authentic to the purpose; and</p> <p>l. provide a concluding statement or section related to the information or explanation presented.</p> <p>5-W-MCC-2.1 Write informative/explanatory pieces that:</p> <p>a. introduce a topic clearly;</p> <p>b. provide a general observation and focus;</p> <p>c. group related information logically;</p> <p>d. include formatting, illustrations, and multimedia to aid comprehension as needed;</p> <p>e. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;</p> <p>f. link ideas within and across categories of information using words, phrases, and clauses;</p> <p>g. use precise language and domain-specific vocabulary to inform about or explain the topic; and</p> <p>h. provide a concluding statement or section related to the information or explanation presented.</p>
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**Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Same as standard 3**

<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> <li>a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;</li> <li>b. establish a situation and introduce a narrator and/or characters;</li> <li>c. organize an event sequence that unfolds naturally;</li> <li>d. use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations;</li> <li>e. use temporal words and phrases to signal event order;</li> <li>f. use imagery, precise words, and sensory details to develop characters and convey experiences and events; and</li> <li>g. provide a sense of closure.</li> </ul> <p><b>3-W-MCC-3.1 Write narratives that:</b></p> <ul style="list-style-type: none"> <li>a. describe real or imagined experiences or events using descriptive details and clear event sequences;</li> <li>b. establish a conflict and introduce a narrator and/or characters;</li> <li>c. create an event sequence that unfolds logically;</li> <li>d. use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or to show the response of characters to situations;</li> <li>e. use chronological words and phrases to signal event order; and</li> </ul>	<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> <li>a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;</li> <li>b. orient the reader by establishing a situation and introducing a narrator and/or characters;</li> <li>c. organize an event sequence that unfolds naturally;</li> <li>d. use dialogue and description to develop experiences and events or show the responses of characters to situations;</li> <li>e. use a variety of transitional words and phrases to manage the sequence of events;</li> <li>f. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and</li> <li>g. provide a conclusion that follows from the narrated experiences or events.</li> </ul> <p><b>4-W-MCC-3.1 Write narratives that:</b></p> <ul style="list-style-type: none"> <li>h. describe real or imagined experiences or events using descriptive details and clear event sequences;</li> <li>i. establish a conflict and introduce a narrator and/or characters; create an event sequence that unfolds logically;</li> <li>j. use dialogue and descriptions to develop experiences and events or show the response of characters to situations;</li> <li>k. use a variety of transitional words and</li> </ul>	<p><b>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</b></p> <ul style="list-style-type: none"> <li>a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;</li> <li>b. orient the reader by establishing a situation and introducing a narrator and/or characters;</li> <li>c. organize an event sequence that unfolds naturally;</li> <li>d. use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations;</li> <li>e. use a variety of transitional words, phrases, and clauses to manage the sequence of events;</li> <li>f. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and</li> <li>g. provide a conclusion that follows from the narrated experiences or events.</li> </ul> <p><b>5-W-MCC-3.1 Write narratives that:</b></p> <ul style="list-style-type: none"> <li>h. describe real or imagined experiences or events using descriptive details and clear event sequences;</li> <li>i. establish a conflict and introduce a narrator and/or characters; creates an event sequence that unfolds logically;</li> <li>j. use dialogue, descriptions, and manipulation of time to develop experiences and events or show the reaction of characters to situations;</li> </ul>
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h. provide a conclusion.	<p>phrases to organize the sequence of events;</p> <p>i. use imagery and precise words and details to convey experiences and events; and</p> <p>m. provide a conclusion that follows from the narrated experiences or events.</p>	<p>k. use a variety of transitional words, phrases, and clauses to organize the sequence of events;</p> <p>l. use imagery, precise words, and details to convey experiences and events; and</p> <p>m. provide a conclusion that follows from the narrated experiences or events.</p>
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## Language (L)

**Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.**

**Standard 1: Demonstrate command of the conventions of Standard American English grammar and usage when writing or speaking.**

GRADE THREE	GRADE FOUR	GRADE FIVE
<p>4.1 When writing:</p> <p>a. show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs;</p> <p>b. form and use regular and irregular plural nouns; use abstract nouns;</p> <p>c. form and use regular and irregular verbs;</p> <p>d. form and use the simple verb tenses;</p> <p>e. ensure subject-verb and pronoun-antecedent agreement;</p> <p>f. form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified;</p> <p>g. form and use prepositional phrases;</p> <p>h. use coordinating and subordinating conjunctions; and</p> <p>i. produce simple, compound, and complex sentences.</p> <p><b>3-W-L-1.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b></p> <p>a. Use nouns, pronouns, and verbs appropriately.</p>	<p>4.1 When writing:</p> <p>a. use relative pronouns and relative adverbs;</p> <p>b. form and use the progressive verb tenses;</p> <p>c. use modal auxiliaries to convey various conditions;</p> <p>d. use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense;</p> <p>e. order adjectives within sentences according to conventional patterns;</p> <p>f. use relative pronouns and relative adverbs;</p> <p>g. explore using prepositional phrases in different positions within a sentence;</p> <p>h. use coordinating and subordinating conjunctions;</p> <p>i. use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; and</p> <p>j. use frequently confused homonyms correctly.</p> <p><b>4-W-L-1.1 Demonstrate command of the</b></p>	<p>4.1 When writing:</p> <p>a. show knowledge of the function of conjunctions, prepositions, and interjections;</p> <p>b. form and use the perfect verb tenses;</p> <p>c. use verb tense to convey various times, sequences, states, and conditions;</p> <p>d. recognize and use appropriate continuity or shifts in verb tense; and</p> <p>e. use correlative conjunctions.</p> <p><b>5-W-L-1.1 Demonstrate command of the conventions of Standard American English grammar and usage when writing or speaking.</b></p> <p>a. Use direct and indirect objects correctly.</p> <p>b. Form and use the perfect and perfect progressive verb tenses.</p> <p>c. Maintain consistency of verb tense.</p> <p>d. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>e. Use correlative conjunctions.</p> <p>f. Use interjections.</p> <p>g. Produce, expand, and rearrange simple, compound, and complex complete sentences.</p> <p>h. Recognize and correct inappropriate fragments and run-ons.</p>

<ul style="list-style-type: none"> <li>b. Use adjectives, adverbs, and prepositional phrases appropriately.</li> <li>c. Form and use regular and irregular plural nouns.</li> <li>d. Use abstract nouns.</li> <li>e. Form and use regular and irregular verbs.</li> <li>f. Form and use the simple verb tenses.</li> <li>g. Use subject-verb agreement.</li> <li>h. Use pronoun-antecedent agreement.</li> <li>i. Form and use comparative and superlative adjectives and adverbs.</li> <li>j. Use coordinating and subordinating conjunctions.</li> <li>k. Use embedded clauses.</li> <li>l. Produce, expand, and rearrange simple and compound sentences.</li> </ul>	<p>conventions of Standard American English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use relative pronouns and relative adverbs.</li> <li>b. Use linking and auxiliary (helping) verbs.</li> <li>c. Use objective and nominative case and indefinite and relative pronouns correctly.</li> <li>d. Use verbs and objects that are often misused.</li> <li>e. Order adjectives within sentences according to conventional patterns.</li> <li>f. Use adverbs to modify adjectives and other adverbs.</li> <li>g. Form and use simple progressive verb tenses.</li> <li>h. Maintain consistency of verb tense.</li> <li>i. Use correct objective case pronouns within prepositional phrases.</li> <li>j. Use subordinate conjunctions.</li> <li>k. Correctly use frequently confused words.</li> <li>l. Produce, expand, and rearrange simple, compound, and complex complete sentences.</li> <li>m. Recognize and correct inappropriate fragments and run-ons.</li> </ul>	
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**Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**Standard 2: Demonstrate command of the conventions of Standard American English capitalization, punctuation, and spelling when writing.**

<p>5.1 Capitalize appropriate words in titles, historical periods, company names, product names, and special event</p>	<p>5.1 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.</p>	<p>5.1 Apply correct usage of capitalization. 5-W-L-2.1 Demonstrate command of the conventions of Standard American English capitalization, punctuation, and spelling when</p>
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<p>3-W-L-2.1 Demonstrate command of the conventions of Standard American English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize first, last, and appropriate words in titles</p> <p>b. Capitalize the first word in direct quotations.</p>	<p>4-W-LCS-4.1 Demonstrate command of the conventions of Standard American English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p>	<p>writing.</p>
<p>5.2 Use:</p> <p>a. apostrophes to form contractions and singular and plural possessives;</p> <p>b. quotation marks to mark direct speech; and</p> <p>c. commas in locations and addresses, to mark direct speech, and with coordinating adjectives.</p> <p>d. Use commas and quotation marks in dialogue.</p> <p>e. Form and use possessives.</p>	<p>5.2 Use:</p> <p>a. apostrophes to form possessives and contractions;</p> <p>b. quotation marks and commas to mark direct speech; and</p> <p>c. commas before a coordinating conjunction in a compound sentence.</p> <p>4-W-LCS-4.1 Demonstrate command of the conventions of Standard American English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>e. Use capital letters correctly in dialogue.</p> <p>f. Use more complex capitalization in abbreviations and split dialogue.</p> <p>g. Use commas to identify a series and to introduce clauses.</p> <p>h. Use a dictionary to check spelling and meaning.</p> <p>i. Spell high frequency words.</p>	<p>5.2 Use:</p> <p>a. apostrophes and quotation marks; and</p> <p>b. commas for appositives, to set off the words <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence, and to indicate direct address.</p> <p>5-W-L-2.1 Demonstrate command of the conventions of Standard American English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence, and to indicate direct address.</p>

5.4 Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words. f. Spell high-frequency words, words, with regular letter-sound relationships, and commonly used endings	<i>Students are expected to build upon and continue applying previous learning.</i>	
5.5. Use spelling patterns and generalizations. g. Use spelling patterns and generalizations in writing words.	5.6 Use spelling patterns and generalizations. h. Use a dictionary to check spelling and meaning. i. Spell high frequency words.	<i>5.4 Students are expected to build upon and continue applying previous learning.</i>
5.7. Consult print and multimedia sources to check and correct spellings. h. Consult reference materials as needed to check and correct spellings.	<i>5.5 Students are expected to build upon and continue applying previous learning.</i>	

### **Range and Complexity (RC)**

**Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.**

**Standard 1: Write independently and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.**

<b>GRADE THREE</b>	<b>GRADE FOUR</b>	<b>GRADE FIVE</b>
6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity. <b>Same as 3-W-RC-1.1</b>	6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity. <b>Same as 4-W-RC-1.1</b>	6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity. <b>Same as 5-W-RC-1.1</b>
<i>6.2 Students are expected to build upon and continue applying previous learning.</i>		
<b>Grade 1</b> Print upper- and lower-case letters proportionally using appropriate handwriting techniques.		
<i>6.3 Students are expected to build upon and continue applying previous learning.</i>		
<b>Grade 1</b> Write left to right leaving space between words.		
6.4 Continue to develop effective keyboarding skills. <b>NEW</b>	6.4 Demonstrate effective keyboarding skills. <b>NEW</b>	<i>Students are expected to build upon and continue applying previous learning.</i>

6.5 Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting. [Same as 3-W-RC-1.3](#)

*Students are expected to build upon and continue applying previous learning.*

# Communication (C)

## Expectations for Teaching and Learning

*Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.*

## Fundamentals of Communication

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other’s ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

## Meaning and Context (MC)

**Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives. Same as Standard 1**

GRADE THREE	GRADE FOUR	GRADE FIVE
1.1 Explore and create meaning through conversation and interaction with peers and adults. <b>Same as 3-C-MC-1.1</b>	1.1 Explore and create meaning by formulating questions, engaging in purposeful dialogue with peers and adults, sharing ideas and considering alternate viewpoints. <b>Same as 4-C-MC-1.5</b>	1.1 Consider viewpoints of others by listening, reflecting, and formulating questions before articulating personal contributions. <b>Same as 5-C-MC-1.5</b>
1.2 Participate in discussions; ask questions to acquire information concerning a topic, text, or issue. <b>3-C-MC-1.2 Apply the skills of taking turns, listening to others, speaking clearly and questioning.</b>	1.3 Participate in discussions; ask and respond to questions to acquire information concerning a topic, text, or issue. <b>4-C-MC-1.1 Apply the skills of taking turns, listening to others, speaking clearly and questioning.</b>	1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue. <b>NEW</b>

<p>1.4 Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.</p> <p>3-C-MC-1.3 Apply techniques of adequate volume, appropriate eye contact, facial expressions, posture, gestures, space and respectfully attaining the floor.</p>	<p>1.3 Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.</p> <p>4-C-MC-1.2 Apply techniques of adequate volume, appropriate eye contact, facial expressions, posture, gestures, space and respectfully attaining the floor.</p>	<p>1.4 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.</p> <p>5-C-MC-1.2 Apply effective communication techniques and the use of formal or informal voice.</p>
<p>1.5 Engage in focused conversations about grade appropriate topics and texts; build on ideas of others to clarify thinking and express new thoughts.</p> <p>3-C-MC-1.4 Engage in focused conversations within collaborative groups about grade appropriate topics.</p>	<p>1.5 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose specific questions, and respond to clarify thinking and express new thoughts.</p> <p>4-C-MC-1.3 Engage in focused conversations within collaborative groups about grade appropriate topics.</p>	<p>1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose specific questions, and respond to clarify thinking and express new thoughts.</p> <p>5-C-MC-1.3 Engage in focused conversations within collaborative groups about grade appropriate topics.</p>
<p>1.6 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.</p> <p>3-C-MC-1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made.</p>	<p>1.6 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.</p> <p>4-C-MC-1.4 Explain personal ideas and build on the ideas of others by responding to and connecting comments.</p>	<p>1.5 Explain personal ideas while building on the ideas of others to demonstrate understanding of diverse perspectives.</p> <p>5-C-MC-1.4 Explain personal ideas and build on the ideas of others by responding to and connecting comments.</p>
<p>1.6 This indicator does not begin until English 1.</p> <p><b>English 1</b> Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.</p>		

**Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.**

**Same as Standard 2**

<p>2.1 Recall information from experiences and gather information from print and multimedia sources; take brief notes from sources, categorize, and organize. <b>NEW</b></p>	<p>2.1 Articulate ideas, perspectives and information with details and supporting evidence in a logical sequence with a clear introduction, body, and conclusion.</p> <p>4-C-MC-2.1 Articulate ideas, perspectives and information with details and supporting evidence in a logical sequence that shows interrelationships through examples clearly related to the topic.</p>	<p>2.1 Analyze ideas, perspectives and information using examples and supporting evidence related to the topic.</p> <p>5-C-MC-2.1 Articulate information with details and supporting evidence in a logical sequence with a clear introduction, body, and conclusion.</p> <p>5-C-MC-2.2 Analyze varying perspectives.</p>
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	<b>4-C-MC-2.2 Explain varying perspectives.</b>	
2.2 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details. <b>3-C-MC-2.1 Articulate ideas, perspectives and information with details and supporting evidence in a logical sequence that has a clear beginning and conclusion.</b>	2.3 Discuss the purpose and the credibility of information presented in diverse media and formats. <b>4-C-MC-2.3 Discuss the purpose and the credibility of information being presented in diverse media and formats.</b>	2.2 Analyze the credibility of information presented in diverse media and formats. <b>Same as 5-C-MC-2.3</b>
2.3 Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate. <b>NEW</b>	<b>2.3 Students are expected to build upon and continue applying previous learning.</b>	

**Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.**

**Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and digital media to enrich understanding when presenting ideas and information.**

3.1 Compare how ideas and topics are depicted in a variety of media and formats. <b>NEW</b>	3.1 Compare and contrast how ideas and topics are depicted in a variety of media and formats. <b>NEW</b>	3.1 Compare and contrast how ideas and topics are depicted in a variety of media and formats. <b>NEW</b>
3.2 Create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings. <b>3-C-MC-3.1 Create presentations using video, photos, voice-over, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.</b>	3.3 Create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings. <b>4-C-MC-3.1 Create presentations using videos, photos, voice-over, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.</b>	3.3 Create presentations that integrate visual displays and other multimedia to enrich the presentation. <b>5-C-MCC-3.1 Use appropriate digital media, slideshows, and videos that integrate visual displays including diagrams, charts, illustrations, technology, and/or multimedia, to enrich the presentation of central ideas or themes.</b>

## Language, Craft, and Structure (LCS)

**Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.**

**Standard 1: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages**

GRADE THREE	GRADE FOUR	GRADE FIVE
<p>4.1 Identify style a speaker uses to present content.  <b>3-C-LCS-1.1 Determine if the speaker considered the audience in establishing a purpose.</b></p>	<p>4.1 Identify presentation style a speaker uses to enhance the development of central idea or theme. <b>NEW</b></p>	<p>4.1 Identify a speaker’s claim and determine the effectiveness of how each point is presented to support the claim.  <b>5-C-LCS-1.2 Identify examples of speaker’s craft used to convey theme or central ideas</b></p>
<p>4.2 Determine if the presentation has a purposeful organizational strategy, with appropriate transitions. <b>NEW</b></p>	<p>4.2 Determine if the presentation has a purposeful organizational strategy, with appropriate transitions.  <b>4-C-LCS-1.1 Determine if the speaker maintains a clear focus and identify examples from the presentation that clearly relate to the topic.</b></p>	<p>4.2 Identify the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.  <b>5-C-LCS-1.5 Analyze the speaker’s use of cause/effect, problem/solution, and compare/contrast relationships to convey messages.</b></p>
<p>4.3 Identify why the speaker:  a. uses intonation and word stress;  b. includes media;  c. addresses the audience;  d. determines word choice; and  e. incorporates figurative language and literary devices.  <b>3-C-LCS-1.2 Analyze how the speaker uses intonation and word stress to highlight essential concepts and engage the audience.</b>  <b>3-C-LCS-1.3 Analyze how the speaker’s use of metaphor, imagery, and personification impacts the audience.</b></p>	<p>4.4 Identify how and why the speaker:  a. uses intonation and word stress;  b. includes media;  c. addresses the audience;  d. determines word choice; and  e. incorporates figurative language and literary devices.  <b>4-C-LCS-1.2 Analyze the speaker’s use of intonation and word stress to highlight essential concepts and engage the audience.</b>  <b>4-C-LCS-1.3 Analyze if the speaker appropriately uses hyperbole, imagery, personification, idioms, adages, and proverbs to convey messages.</b></p>	<p>4.3 Identify how and why the speaker:  a. uses intonation and word stress;  b. includes media;  c. addresses the audience;  d. determines word choice; and  e. incorporates figurative language and literary devices.  <b>5-C-LCS-1.3 Analyze the speaker’s use of intonation and word stress to highlight essential concepts and engage the audience.</b></p>

	<p>4-C-LCS1.4 Analyze the speaker’s use of cause/effect, problem/solution, and compare/contrast relationships to convey messages.</p> <p>4-C-LCS1.5 Determine if the speaker sequences ideas, or uses examples and evidence in a way that shows their relationships.</p>	
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**Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.**

**Standard 2: Incorporate craft techniques to stylistically and structurally engage and impact audience and convey messages.**

<p>5.1 Set a purpose and integrate craft techniques to create presentations.</p> <p>3-C-LCS-2.1 Utilize intonation and word stress to highlight essential concepts and engage the audience.</p> <p>3-C-LCS-2.4 Set a clear purpose for speaking with the intended audience in mind.</p>	<p>5.1 Set a purpose and integrate craft techniques to create presentations. NEW</p>	<p>5.1 Set a purpose, integrate craft techniques and maintain a clear focus in presentations. NEW</p>
<p>5.2 Employ metaphor, imagery, personification, and hyperbole when appropriate to impact the audience.</p> <p>3-C-LCS-2.2 Employ metaphor, imagery, and personification when appropriate to impact the audience.</p>	<p>5.2 Employ hyperbole, imagery, personification, idioms, adages, and proverbs when appropriate to convey messages. Same as 4-C-LCS-2.2</p>	<p>5.2 Articulate clearly a message using figurative language, dialogue, idioms, adages, proverbs, and imagery when appropriate to impact the audience.</p> <p>5-C-LCS-2.2 Articulate clearly a message using figurative language idioms, adages, proverbs, and imagery when appropriate to impact the audience.</p>
<p>5.3 This indicator does not begin until English 1.</p> <p><b>English 1</b> Develop messages that use logical, emotional, and ethical appeals.</p>		

# Disciplinary Literacy

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Reading, writing, communicating, thinking critically, and performing in meaningful, relevant ways within and across disciplines are essential practices for accessing and deeply understanding content. Immersion in the language and thinking processes valued by each discipline guides students to develop and cultivate a deeper understanding of particular disciplines.

College- and career-ready students must be able to expertly navigate curriculum, paying close attention to practices unique to a particular discipline. Disciplinary Literacy works in concert with Inquiry-Based Literacy Standards to prepare students for the demands of the 21<sup>st</sup> century. These practices also offer opportunities for students to demonstrate their understanding of the content in traditional and non-traditional ways.

The *South Carolina College- and Career-Ready Standards for English Language Arts 2015* include the Disciplinary Literacy practices listed below:

- **Read, write, and communicate using knowledge of a particular discipline.**
- **Integrate the Reading, Writing, and Communication Standards and the Inquiry-Based Literacy Standards to communicate and create understanding within content areas.**
- **Extend and deepen understanding of content through purposeful, authentic, real-world tasks to show understanding and integration of content within and across disciplines.**

# **Grade Six through Eight Standards and Indicators**

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# Inquiry-Based Literacy Standards (I)

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**Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.**

GRADE SIX	GRADE SEVEN	GRADE EIGHT
1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.	1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.	1.1 Develop a range of questions to frame inquiry for new learning and deeper understanding.

**Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.**

2.1 Transact with text in order to formulate logical questions based on evidence, generate explanations, propose and present conclusions, and consider multiple perspectives.	2.1 Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.	2.1 Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.
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**Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**

3.1 Develop a plan of action by using appropriate discipline-specific strategies.	3.1 Develop a plan of action by using appropriate discipline-specific strategies.	3.1 Develop a plan of action by using appropriate discipline-specific strategies.
3.2 Examine historical, social, cultural, or political context to broaden inquiry.	3.2 Examine historical, social, cultural, or political context to broaden inquiry.	3.2 Examine historical, social, cultural, or political context to broaden inquiry.
3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.	3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.	3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.
3.4 Organize and categorize important information, revise ideas, and report relevant findings.	3.4 Organize and categorize important information, revise ideas, and report relevant findings.	3.4 Organize and categorize important information, revise ideas, and report relevant findings.

**Standard 4: Synthesize integrated information to share learning and/or take action.**

4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.	4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.	4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.
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4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.	4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.	4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.
4.3 Reflect on findings and pose appropriate questions for further inquiry.	4.3 Reflect on findings and pose appropriate questions for further inquiry.	4.3 Reflect on findings and pose appropriate questions for further inquiry.

**Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.**

5.1 Acknowledge and value individual and collective thinking; use feedback from peers and adults to guide the inquiry process.	5.1 Acknowledge and value individual and collective thinking; use feedback from peers and adults to guide the inquiry process.	5.1 Acknowledge and value individual and collective thinking and using feedback from peers and adults to guide the inquiry process.
5.2 Employ past and present learning in order to monitor and guide inquiry.	5.2 Employ past and present learning in order to monitor and guide inquiry.	5.2 Employ past and present learning in order to monitor and guide inquiry.
5.3 Assess the processes-to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry.	5.3 Assess the processes to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry.	5.3 Assess the processes to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry.

# Reading – Literary Text

## Expectations for Teaching and Learning

*Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.*

By the end of grade eight, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, folktales, tall tales, and myths. In the category of literary nonfiction, they read personal essays, classical essays, memoirs, autobiographical and biographical sketches, character sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

## Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

## Principles of Reading (P)

**Standard 1: Demonstrate understanding of the organization and basic features of print.**

GRADE SIX	GRADE SEVEN	GRADE EIGHT
1.1 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Recognize the distinguishing features of a sentence.		
1.2 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Recognize that spoken words are represented in written language by specific sequences of letters.		
1.3 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Understand that words are separated by spaces in print.		
1.4 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Recognize and name all upper- and lowercase letters of the alphabet.		

**Standard 2: Demonstrate understanding of spoken words, syllables, and sounds**

<p>2.1 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p>
<p>2.2 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Orally produce single-syllable words by blending sounds including consonant blends in spoken words.</p>
<p>2.3 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p>
<p>2.4 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Segment spoken single-syllable words into their complete sequence of individual sounds.</p>
<p>2.5 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Add or substitute individual sounds in simple, one-syllable words to make new words.</p>

**Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.**

<p>3.1 Students are expected to build upon and continue applying previous learning. <b>Grade 4</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context and out of context.</p>
<p>3.2 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Use knowledge of how syllables work to read multisyllabic words.</p>
<p>3.3 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</p>
<p>3.4 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Use and apply knowledge of vowel diphthongs.</p>
<p>3.5 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Use and apply knowledge of how inflectional endings change words.</p>
<p>3.6 Students are expected to build upon and continue applying previous learning. <b>Grade 3</b> Read grade-appropriate irregularly spelled words.</p>

**Standard 4: Read with sufficient accuracy and fluency to support comprehension.<sup>4</sup>**

<p>4.1 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Read grade-level text with purpose and understanding.</p>
<p>4.2 Students are expected to build upon and continue applying previous learning. <b>Grade 4</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</p>
<p>4.3 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

<sup>4</sup> Shouldn't Standard 4 include indicators?

## **Meaning and Context (MC)**

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

**Standard 1: Determine meaning and develop logical interpretations drawn from text, including where the text leaves things indeterminate, by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and exploring multiple interpretations.**

<b>GRADE SIX</b>	<b>GRADE SEVEN</b>	<b>GRADE EIGHT</b>
5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>Same as 6-RL-MC-1.1</b>	5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>Same as 7-RL-MC-1.1</b>	5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <b>Same as 8-RL-MC-1.1</b>
5.2 <i>Students are expected to build upon and continue applying previous learning.</i> <b>Grade 2</b> <i>Make predictions before and during reading; confirm or modify thinking.</i>		

**Standard 6: Summarize key details and ideas to support analysis of thematic development.**

**Standard 2: Determine and analyze the development of the themes of texts; summarize key details and ideas to support analysis.**

6.1 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. <b>6-RL-MC-2.1 Determine a theme of a text and how it is influenced by particular details; provide a summary of the text.</b>	6.1 Determine one or more themes and analyze the development; provide an objective summary.  <b>7-RL-MC-2.1 Determine a theme and analyze its development over the course of a text; provide an objective summary.</b>	6.1 Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.  <b>8-RL-MC-2.1 Determine a theme of a text and analyze its development over the course of a text, including the relationship to the elements within the text; provide an objective summary.</b>
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**Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

**Standard 4, Grade 6 & 7: Analyze the relationship among similar ideas, themes, or topics through multiple and diverse media, modalities, and formats.**

**Standard 4, Grade 8: Analyze the portrayal of relationships among similar ideas, themes, or topics through multiple and diverse media, modalities, and formats.**

<p>7.1 Compare and contrast a narrative, drama, or poem read to an audio, video, or live version of the same text.</p> <p>6-RL-MC-4.1 Explain how the use of diverse media, modalities, and formats enhances and develops the author’s message.</p>	<p>7.1 Interpret how a literary text relates to diverse media with an emphasis on the effect various media techniques have on ideas, themes, and topics. Same as 7-RL-MC-4.1</p>	<p>7.1 Analyze how a visual or audio adaptation of a narrative or drama modifies or embellishes the text.</p> <p>8-RL-MC-4.1 Analyze how a visual and/or audio adaptation of a story or drama modifies and/or embellishes the text.</p>
<p>7.2 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</p> <p>6-RL-MC-4.2 Compare and contrast how literary formats affect ideas, themes, and topics across genres.</p>	<p>7.2 Compare and contrast a literary depiction of a time, place, or character to a historical account of the same period to understand how authors use or alter history for rhetorical effect.</p> <p>7-RL-MC-4.2 Compare and contrast a literary depiction of a time, place, or character to a historical account of the same period in order to understand how authors use or alter history for rhetorical effect.</p>	<p>7.2 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is rendered new.</p> <p>8-RL-MC-4.2 Analyze how literary texts allude to themes, patterns of events, or character types from historical and cultural traditions.</p>

**Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.**

**Standard 3: Analyze the development of and interactions among character, events, and ideas that situate a text within a particular context.**

<p>8.1 Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot and characters.</p> <p>6-RL-MC-3.1 Trace the development of characters, events, and ideas and determine contextual influences.</p>	<p>8.1 Analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; determine the impact of contextual influences on setting, plot, and characters.</p> <p>7-RL-MC-3.1 Trace the development of characters, events, and ideas and determine contextual influences.</p>	<p>8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters.</p> <p>8-RL-MC-3.1 Analyze the development and interactions among characters, events, and ideas in a text and identify the influence of historical, cultural, social and/or political contexts.</p>
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## **Language, Craft, and Structure (LCS)**

**Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.**

**Standard 1: Interpret the author’s use of words, phrases, conventions, features and their relationships to analyze how the author’s choices shape meaning and tone.**

<b>GRADE SIX</b>	<b>GRADE SEVEN</b>	<b>GRADE EIGHT</b>
<p>9.1 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.</p> <p>6-RL-LCS-1.3 Determine the connotative and figurative meanings of the author’s words and phrases.</p>	<p>9.1 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of rhymes and other repetitions of sounds on specific verses or stanzas of poems or sections of narrative or drama.</p> <p>7-RL-LCS-1.2 Analyze the connotative and figurative meanings of the author’s words and phrases.</p>	<p>9.1 Determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>8-RL-LCS-1.2 Analyze the impact of the author’s use of analogies and allusions on meaning and tone.</p> <p>8-RL-LCS-1.3 Analyze the denotative, connotative and figurative meanings of the author’s words and phrases.</p>
<p>9.2 Analyze the author’s word and convention choices and draw conclusions about how they impact meaning and tone.</p> <p>6-RL-LCS-1.2 Describe the intent of the author’s use of conventional or unconventional language to convey meaning and tone.</p>	<p>9.2 Analyze the impact of the author’s choice of words, word phrases, and conventions on meaning and tone.</p> <p>7-RL-LCS-1.3 Analyze the impact of the author’s use of sound devices on meaning and tone.</p>	<p><i>Students are expected to build upon and continue applying previous learning</i></p>

**Standard 10: Apply a range of strategies to determine the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

**Standard 4: Apply a range of strategies to determine the meaning of unknown and multiple-meaning words and phrases; acquire and use general academic and domain-specific vocabulary and jargon.**

<p>10.1 Use the overall meaning of a text or a word’s position or function to determine the meaning of a word or phrase.</p> <p>6-RL-LCS-4.1 Use context to determine the meaning of a word or phrase.</p>	<p><i>10.1 Students are expected to build upon and continue applying previous learning.</i></p>
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<p>10.2 Students are expected to build upon and continue applying previous learning.  <b>Grade 4</b> Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</p>	
<p>10.3 Students are expected to build upon and continue applying previous learning.  <b>Grade 2</b> Use a base word to determine the meaning of an unknown word with the same base.</p>	
<p>10.4. Students are expected to build upon and continue applying previous learning.  <b>Grade 5</b> Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p>	
<p>10.5 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.  <b>6-RL-LCS-4.4</b> Acquire and use general academic and domain specific words or phrases demonstrating an understanding of nuances and jargon.</p>	<p>10.5 Students are expected to build upon and continue applying previous learning.</p>

**Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective or purpose shapes content, meaning, and style.**

Standard 3, Grade 6 & 7: Analyze and provide evidence of how point of view and the author’s perspective and purpose shapes content, meaning, and style.

Standard 3, Grade 8: Analyze and provide evidence of how the author’s choice of point of view, perspective or purpose shapes content, meaning, and style of text.

<p>11.1 Explain how an author’s development of the point of view of the narrator or speaker impacts content, meaning, and style.</p> <p>6-RL-LCS-3.1 Explain how an author’s development of the point of view of the narrator or speaker in a text impacts content, meaning, and style.</p>	<p>11.1 Analyze how an author develops and contrasts points of view to impact content, meaning, and style.</p> <p>7-RL-LCS-3.1 Analyze how an author develops and contrasts points of view in text to impact content, meaning, and style.</p>	<p>11.1 Analyze how the author’s development of the differences in points of view between the characters and the reader create suspense or humor. Same as 8-RL-LCS-3.1</p>
<p>11.2 Students are expected to build upon and continue applying previous learning.  <b>Grade 3</b> Compare and contrast the reader’s point of view to that of the narrator or a character.</p>		

**Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.**

**Standard 2: Analyze the author’s choice of structure within text and the relationship of the parts to each other and the whole to shape meaning.**

<p>12.1 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. Same as 6-RL-LCS-2.1</p>	<p>12.1 Analyze how complex text structures in prose, drama, and poetry contribute to development of theme, setting, or plot.  <b>NEW</b></p>	<p>12.1 Compare and contrast the structure of two or more texts with similar topics or themes and analyze how the differing structure of each contributes to meaning.  8-RL-LCS-2.1 Compare and contrast the structure of two or more texts with similar topics or themes and analyze how the differing structure of each contributes to meaning and style.</p>
<p>12.2 Compare and contrast how different text structures contribute to meaning and impact the reader. <b>NEW</b></p>	<p>12.2 Analyze the author’s choice of structures within the text and draw conclusions about how they impact meaning.  7-RL-LCS-2.1 Analyze how the form or structure of a text contributes to the meaning.</p>	<p>12.2 Analyze the author’s choice of structures within the text and draw conclusions about how they impact meaning. <b>NEW</b></p>

## **Range and Complexity (RC)**

**Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time. Same as Standard 1**

<b>GRADE SIX</b>	<b>GRADE SEVEN</b>	<b>GRADE EIGHT</b>
13.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility. <b>NEW</b>	13.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility. <b>NEW</b>	13.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility. <b>NEW</b>
13.2 Read independently for sustained periods of time to build stamina. <b>NEW</b>	13.2 Read independently for sustained periods of time to build stamina. <b>NEW</b>	13.2 Read independently for sustained periods of time to build stamina. <b>NEW</b>
13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers. <b>6-RL-RC-1.1 Read grade level text independently and confer with adults and peers to comprehend a text as self-directed, critical readers and thinkers.</b>	13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers. <b>7-RL-RC-1.1 Read grade level text independently and confer with adults and peers to comprehend a text as self-directed, critical readers and thinkers.</b>	13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers. <b>8-RL-RC-1.1 Read grade level text independently and confer with adults and peers to comprehend a text as self-directed, critical readers and thinkers.</b>

# Reading – Informational Text (RI)

## ***Expectations for Teaching and Learning***

***Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.***

By the end of grade eight, students read informational (expository/persuasive/argumentative) texts in multimedia formats of the following types: essays, historical documents, research reports, contracts, position statements, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, book, movie, or product reviews, journals, and speeches. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of multimedia informational texts.

## ***Fundamentals of Reading***

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze an author’s style and techniques to construct meaning.

## **Principles of Reading (P)**

**Standard 1: Demonstrate understanding of the organization and basic features of print.**

GRADE SIX	GRADE SEVEN	GRADE EIGHT
1.1 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Recognize the distinguishing features of a sentence.		
1.2 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Recognize that spoken words are represented in written language by specific sequences of letters.		
1.3 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Understand that words are separated by spaces in print.		
1.4 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Recognize and name all upper- and lowercase letters of the alphabet.		

**Standard 2: Demonstrate understanding of spoken words, syllables, and sounds**

<i>2.1 Students are expected to build upon and continue applying previous learning. Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.</i>
<i>2.2 Students are expected to build upon and continue applying previous learning. Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.</i>
<i>2.3 Students are expected to build upon and continue applying previous learning. Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</i>
<i>2.4 Students are expected to build upon and continue applying previous learning. Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.</i>
<i>2.5 Students are expected to build upon and continue applying previous learning. Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.</i>

**Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.**

<i>3.1 Students are expected to build upon and continue applying previous learning. Grade 4 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context and out of context.</i>
<i>3.2 Students are expected to build upon and continue applying previous learning. Grade 2 Use knowledge of how syllables work to read multisyllabic words.</i>
<i>3.3 Students are expected to build upon and continue applying previous learning. Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</i>
<i>3.4 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of vowel diphthongs.</i>
<i>3.5 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of how inflectional endings change words.</i>
<i>3.6 Students are expected to build upon and continue applying previous learning. Grade 3 Read grade-appropriate irregularly spelled words.</i>

**Standard 4: Read with sufficient accuracy and fluency to support comprehension. Same as Standard 4 in first draft**

<i>4.1 Read grade-level text with purpose and understanding. Same as 6-FOR-4.1</i>	<i>4.1 Read grade-level text with purpose and understanding. Same as 7-FOR-4.1</i>	<i>4.1 Read grade-level text with purpose and understanding. Same as 8-FOR-4.1</i>
<i>4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings. Same as 6-FOR-4.2</i>	<i>4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings. Same as 7-FOR-4.2</i>	<i>4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings. Same as 8-FOR-4.2</i>

<p>4.2 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>6-FOR-4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.</p>	<p>4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>7-FOR-4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.</p>	<p>4.2 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>8-FOR-4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.</p>
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## **Meaning and Context (MC)**

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

Standard 1: Determine meaning and develop logical interpretations drawn from text, including where the text leaves things indeterminate, by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and exploring multiple interpretations.

<b>GRADE SIX</b>	<b>GRADE SEVEN</b>	<b>GRADE EIGHT</b>
<p>5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6-RI-MC-1.2 Cite multiple examples of textual evidence to identify and analyze various perspectives from multiple texts.</p>	<p>5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>7--RI-MC-1.2 Cite multiple examples of textual evidence to identify and analyze various perspectives from multiple texts.</p>	<p>5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>8-RI-MC-1.2 Cite multiple examples of textual evidence to identify and analyze various perspectives from multiple texts.</p>
<p>5.2 <i>Students are expected to build upon and continue applying previous learning.</i></p> <p><b>Grade 2</b> <i>Make predictions before and during reading; confirm or modify thinking.</i></p>		

**Standard 6: Summarize key details and ideas to support analysis of central ideas.**

Standard 2: Determine and analyze the development of central ideas of texts; summarize key details and ideas to support analysis.

<p>6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details.</p> <p>6-RI-MC-2.1 Determine and analyze the central idea and how it develops across text.</p> <p>6-RI-MC-2.2 Cite evidence of how the central idea develops.</p> <p>6-RI-MC-2.3 Provide an objective summary of the text.</p>	<p>6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.</p> <p>7-RI-MC-2.1 Determine the central idea and analyze how it was developed across a text.</p> <p>7-RI-MC-2.2 Cite evidence of how the central idea develops.</p> <p>7-RI-MC-2.3 Provide an objective summary of the text.</p>	<p>6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.</p> <p>8-RI-MC-2.1 Determine the central idea and analyze how it was developed across a text.</p> <p>8-RI-MC-2.2 Cite evidence of how the central idea develops.</p> <p>8-RI-MC-2.3 Provide an objective summary of the text.</p>
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**Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

**Standard 3: Analyze the relationship among similar ideas or topics through multiple and diverse media, modalities, and formats**

<p>7.1 Integrate information presented in different media or formats to develop a coherent understanding of a topic or issue.</p> <p>6-RI-MC-3.1 Examine how ideas, topics and concepts are portrayed from multiple media and digital resources.</p> <p>6-RI-MC-3.2 Incorporate information from primary and secondary sources to support reasons and evidence regarding topics, concepts, and ideas.</p>	<p>7.1 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject.</p> <p>7-RI-MC-3.1 Compare and contrast the arguments, claims, and information from multiple media and digital resources.</p>	<p>7.1 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.</p> <p>8-RI-MC-3.1 Explain how the relevancy and use of different mediums impacts the argument, claims, and information on topics, concepts and ideas.</p> <p>8-RI-MC-3.2 Incorporate information from multiple texts to support reasons and evidence on topics, concepts and ideas.</p>
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**Language, Craft, and Structure (LCS)**

**Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.**

**Standard 1: Interpret the use of words, phrases, text features, structures, and their relationships to analyze how the author’s choices shape meaning.**

GRADE SIX	GRADE SEVEN	GRADE EIGHT
<p>8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.</p> <p>6-RI-LCS-1.1 Analyze the impact of an author’s craft on idea development, meaning, and tone.</p> <p>6-RI-LCS-1.2 Analyze how text structures enhance the meaning of text, providing examples from the text.</p>	<p>8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words or phrases on meaning and tone.</p> <p>7-RI-LCS-1.1 Analyze the author’s use of an author’s craft on idea development, meaning, and tone.</p>	<p>8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.</p> <p>8-RI-LCS-1.1 Evaluate the impact of the author’s craft on idea development, meaning and tone.</p>

8.2 Identify text features and structures that support an author’s ideas or claim. <b>NEW</b>	8.2 Determine the impact of text features and structures on an author’s ideas or claim. <b>7-RI-LCS-1.2 Analyze the effect of text features on meaning, providing examples from the text.</b>	8.2 Analyze the impact of text features and structures on authors’ similar ideas or claims about the same topic. <b>8-RI-LCS-1.2 Evaluate the effect of text structures on meaning.</b>
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**Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

**Standard 3: Apply a range of strategies to determine the meaning of unknown and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

9.1 Determine the meaning of a word or phrase using the overall meaning of a text or a word’s position or function. <b>6-RI-LCS-3.1 Use context to determine the meaning of a word or phrase.</b>	<i>9.1 Students are expected to build upon and continue applying previous learning.</i>	
9.2 Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases, and affixes. <b>6-RI-LCS-3.2 Use Greek and Latin affixes and roots to determine the meaning of a word</b>	<i>9.7 Students are expected to build upon and continue applying previous learning.</i>	
<i>9.3 Students are expected to build upon and continue applying previous learning.</i> <b>Grade 2 Use a base word to determine the meaning of an unknown word with the same base.</b>		
<i>9.4 Students are expected to build upon and continue applying previous learning.</i> <b>Grade 4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</b>		
<i>9.5 Students are expected to build upon and continue applying previous learning.</i> <b>Grade 5 Acquire and use general academic and domain specific words or phrases that signal contrast, addition, and logical relationships; demonstrate and understanding of nuances and jargon.</b>		

**Standard 10: Analyze and provide evidence of how the author’s choice of purpose or perspective shapes content, meaning, and style.**

**Standard 2: Analyze and provide evidence of how the author’s purpose or perspective shapes the structure and style of the text**

10.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented. <b>6-RI-LCS-2.1 Determine how the sentences, paragraphs, chapters or sections fit into</b>	10.1 Determine an author’s perspective or purpose and analyze how the author distinguishes his/her position from others. <b>7-RI-LCS-2.1 Analyze the structure an author uses to organize a text to develop ideas</b>	10.1 Determine an author’s perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints. <b>8-RI-LCS-2.1 Analyze, in detail, the structure of paragraphs and sentences an author uses</b>
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<p>the overall structure of a text and contribute to the development of ideas or topics.</p> <p>6-RI-LCS-2.2 Identify techniques used in multiple accounts of the same event or topic.</p>	<p>and topics.</p> <p>7-RI-LCS-2.2 Analyze two or more authors' use of techniques to present information on the same topic.</p>	<p>to organize and refine ideas and topics.</p> <p>8-RI-LCS-2.2 Identify an author's purpose in a text and how the author addresses conflicting evidence or viewpoints.</p>
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**Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.**  
**NEW**

<p>11.1 Identify text features and structures that support an author's idea or claim. <b>NEW</b></p>	<p>11.1 Determine the impact of text features and structures on an author's ideas or claims. <b>NEW</b></p>	<p>11.1 Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic. <b>NEW</b></p>
<p>11.2 Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. <b>NEW</b></p>	<p>11.2 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. <b>NEW</b></p>	<p>11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. <b>NEW</b></p>

**Range and Complexity (RC)**

**Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning and building stamina; reflect and respond to increasingly complex text over time. **Same as Standard 1****

<b>GRADE SIX</b>	<b>GRADE SEVEN</b>	<b>GRADE EIGHT</b>
<p>12.1 Engage in whole and small group reading with purpose and understanding. <b>NEW</b></p>	<p>12.1 Engage in whole and small group reading with purpose and understanding. <b>NEW</b></p>	<p>12.1 Engage in whole and small group reading with purpose and understanding. <b>NEW</b></p>
<p>12.2 Read independently for sustained periods of time. <b>NEW</b></p>	<p>12.2 Read independently for sustained periods of time. <b>NEW</b></p>	<p>12.2 Read independently for sustained periods of time. <b>NEW</b></p>
<p>12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p> <p>6-RI-RC-1.1 Read grade level text independently and confer with adults and peers to comprehend a text as self-directed, critical readers and thinkers.</p>	<p>12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p> <p>7-RI-RC-1.1 Read grade level text independently and confer with adults and peers to comprehend a text as self-directed, critical readers and thinkers.</p>	<p>12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p> <p>8-RI-RC-1.1 Read grade level text independently and confer with adults and peers to comprehend a text as self-directed, critical readers and thinkers.</p>

# Writing (W)

## ***Expectations for Teaching and Learning***

***Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.***

## ***Fundamentals of Writing***

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

## **Meaning, Context, and Craft (MCC)**

**Standard 1: Write arguments to support claims with clear reasons and relevant evidence.**

**Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

<b>GRADE SIX</b>	<b>GRADE SEVEN</b>	<b>GRADE EIGHT</b>
<p>1.1 Write arguments that:</p> <p>a. introduce a focused claim and organize reasons and evidence clearly;</p> <p>b. use information from multiple print and multimedia sources;</p> <p>c. support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text;</p> <p>d. use an organizational structure that</p>	<p>1.1 Write arguments that:</p> <p>a. introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text;</p>	<p>1.1 Write arguments that:</p> <p>a. introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. support claims using valid reasoning and a variety of relevant evidence from accurate, verifiable sources;</p>

<p>provides unity and clarity among claims, reasons, and evidence;</p> <p>e. paraphrase, quote, and summarize, avoiding plagiarism and providing basic bibliographic information for sources;</p> <p>f. establish and maintain a formal style; and</p> <p>g. provide a conclusion that follows from and supports the argument.</p> <p><b>6-W-MCC-1.1 Write arguments that:</b></p> <p>a. introduce a focused claim and name reasons;</p> <p>b. support claims with a variety of evidence for each reason;</p> <p>c. use credible sources;</p> <p>d. use words, phrases, and clauses to clarify the relationships among claims, reasons, and evidence;</p> <p>e. establish and maintain a formal style; and</p> <p>f. provide a conclusion that follows from and supports the argument.</p>	<p>d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence;</p> <p>e. develop the claim providing credible evidence and data for each;</p> <p>f. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation;</p> <p>g. establish and maintain a formal style and objective tone; and</p> <p>h. provide a concluding statement or section that follows from and supports the argument.</p> <p><b>7-W-MCC-1.1 Write arguments that:</b></p> <p>a. introduce claims and acknowledge counterclaims;</p> <p>b. support claims with logical reasoning;</p> <p>c. use relevant evidence from accurate, verifiable sources;</p> <p>d. use words, phrases, and clauses to provide unity and clarity among claims, reasons, and evidence;</p> <p>e. establish and maintain a formal style; and</p> <p>f. provide a concluding statement or section that follows and supports the argument presented.</p>	<p>d. use an organizational structure that provides unity and clarity among claims, counterclaims, reasons, and evidence;</p> <p>e. develop the claim and counterclaims providing credible evidence and data for each;</p> <p>f. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation;</p> <p>g. establish and maintain a formal style and objective tone; and</p> <p>h. provide a concluding statement or section that follows from and supports the argument.</p> <p><b>8-W-MCC-1.1 Write arguments that:</b></p> <p>a. introduce claims and acknowledge counterclaims;</p> <p>b. support claims with logical reasoning, avoiding fallacy;</p> <p>c. use relevant evidence from accurate, verifiable sources;</p> <p>d. use words, phrases, and clauses to provide unity and clarity among claims, reasons, and evidence;</p> <p>e. establish and maintain a formal style; and provide a concluding statement or section that follows and supports the argument presented.</p>
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**Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Same as Standard 2**

<p>2.1 Write informative/explanatory texts that:</p> <p>a. introduce a focused topic;</p> <p>b. use relevant information from multiple print and multimedia sources;</p>	<p>2.1 Write informative/explanatory texts that:</p> <p>a. introduce a topic clearly, previewing what is to follow;</p> <p>b. use relevant information from multiple</p>	<p>2.1 Write informative/explanatory texts that:</p> <p>a. introduce a topic;</p> <p>b. use relevant information from multiple print and multimedia sources;</p>
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<p>c. use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information;</p> <p>d. use credible sources;</p> <p>e. include formatting, graphics, and multimedia to aid comprehension;</p> <p>f. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;</p> <p>g. paraphrase, quote, and summarize to avoid plagiarism;</p> <p>h. follow a standard format for citation;</p> <p>i. use appropriate transitions to clarify the relationships among ideas and concepts;</p> <p>j. use precise language and domain-specific vocabulary to inform or explain the topic;</p> <p>k. establish and maintain a style and tone authentic to the purpose; and</p> <p>l. provide a concluding statement or section that follows the information or explanation presented.</p> <p><b>6-W-MCC-2.1 Write informative/explanatory pieces that:</b></p> <p>a. introduce a focused topic;</p> <p>b. organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect;</p> <p>c. include formatting, graphics, and multimedia to aid comprehension;</p> <p>d. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;</p> <p>e. use appropriate transitions to clarify the relationships among ideas and concepts;</p>	<p>print and multimedia sources;</p> <p>c. use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information;</p> <p>d. use credible sources;</p> <p>e. include formatting, graphics, and multimedia to aid comprehension;</p> <p>f. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;</p> <p>g. paraphrase, quote, and summarize to avoid plagiarism;</p> <p>h. follow a standard format for citation;</p> <p>i. use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts;</p> <p>j. use precise language and domain-specific vocabulary to inform or explain the topic;</p> <p>k. establish and maintain a style and tone authentic to the purpose; and</p> <p>l. provide a concluding statement or section that follows and supports the information or explanation presented.</p> <p><b>7-W-MCC-2.1 Write informative/explanatory pieces that:</b></p> <p>a. introduce a topic clearly, previewing what is to follow;</p> <p>b. organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect;</p> <p>c. include formatting, graphics, and multimedia to aid comprehension, as needed;</p> <p>d. develop the topic with relevant facts,</p>	<p>c. organize ideas, concepts, and information into broader categories;</p> <p>d. assess the credibility of each source;</p> <p>e. include formatting, graphics, and multimedia to aid comprehension;</p> <p>f. develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples;</p> <p>g. paraphrase, quote, and summarize to avoid plagiarism;</p> <p>h. follow a standard format for citation;</p> <p>i. use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts;</p> <p>j. use precise language and domain-specific vocabulary to explain the topic;</p> <p>k. establish and maintain a style and tone authentic to the purpose; and</p> <p>l. provide a concluding statement or section that follows and supports the information or explanation presented.</p> <p><b>8-W-MCC-2.1 Write informative/explanatory pieces that:</b></p> <p>a. introduce a topic clearly;</p> <p>b. preview what is to follow;</p> <p>c. organize ideas, concepts, and information into broader categories;</p> <p>d. include formatting , graphics, and multimedia to aid comprehension, as needed;</p> <p>e. develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples;</p> <p>f. use appropriate and varied transitions to</p>
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<ul style="list-style-type: none"> <li>f. use precise language and domain-specific vocabulary to inform or explain the topic;</li> <li>g. establish and maintain a style and tone authentic to the purpose; and</li> <li>h. provide a concluding statement or section that follows the information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>e. use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts;</li> <li>f. use precise language and domain-specific vocabulary to inform about or explain the topic;</li> <li>g. establish and maintain a style and tone authentic to the purpose; and</li> <li>h. provide a concluding statement or section that follows and supports the information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>g. use precise language and domain-specific vocabulary to inform about or explain the topic;</li> <li>h. establish and maintain a style and tone authentic to the purpose; and</li> <li>i. provide a concluding statement or section that follows and supports the information or explanation presented.</li> </ul>
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**Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Same as Standard 3**

<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> <li>a. develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences;</li> <li>b. engage and orient the reader by establishing a context and introducing a narrator and/or characters;</li> <li>c. organize an event sequence that unfolds naturally and logically;</li> <li>d. use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters;</li> <li>e. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;</li> <li>f. use imagery, precise words and phrases,</li> </ul>	<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> <li>a. develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;</li> <li>b. engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters;</li> <li>c. organize an event sequence that unfolds naturally and logically;</li> <li>d. use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters;</li> <li>e. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;</li> <li>f. use imagery, precise words and phrases, relevant descriptive details, and sensory</li> </ul>	<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> <li>a. develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;</li> <li>b. engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters;</li> <li>c. organize an event sequence that unfolds naturally and logically;</li> <li>d. use dialogue, pacing, manipulation of time, and reflection, to develop experiences, events, and/or characters;</li> <li>e. use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships</li> </ul>
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<p>relevant descriptive details, and sensory language to convey experiences and events and develop characters; and</p> <p>g. provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p><b>6-W-MCC-3.1 Write narratives that:</b></p> <p>a. describe real or imagined experiences or events using descriptive details and clear event sequences;</p> <p>b. establish context for the situation and introduce a narrator and/or characters; create an event sequence that unfolds logically;</p> <p>c. use dialogue, descriptions, and manipulation of time to develop experiences and events or shows the reaction of characters to situations;</p> <p>d. use a variety of transitional words, phrases, and clauses to organize the sequence of events and signal changes in time frames and/or settings;</p> <p>e. use imagery, precise words and phrases, and relevant details to convey experiences and events; and</p> <p>f. provide a conclusion that follows from the narrated experiences or events.</p>	<p>language to capture the action, convey experiences and events and develop characters; and</p> <p>g. provide a conclusion that follows from and reflects on narrated experiences or events.</p> <p><b>7-W-MCC-3.1 Write narratives that:</b></p> <p>a. describe real or imagined experiences or events using descriptive details and clear event sequences;</p> <p>b. establish context and point of view for the situation and introduce a narrator and/or characters; create an event sequence that unfolds logically;</p> <p>c. use dialogue, descriptions, and manipulation of time to develop experiences, events, and/or characters;</p> <p>d. use a variety of transitional words, phrases, and clauses to organize the sequence of events and signals changes in time frames and/or settings;</p> <p>e. use imagery, precise words and phrases, and relevant details to convey action, experiences, and events; and</p> <p>f. provide a conclusion that follows from the narrated experiences or events.</p>	<p>among experiences and events;</p> <p>f. use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences and events, and develop characters; and</p> <p>g. provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p><b>8-W-MCC-3.1 Write narratives that:</b></p> <p>a. describe real or imagined experiences or events using descriptive details and clear event sequences;</p> <p>b. use dialogue, descriptions, and manipulation of time to establish context and develops the plot, narrative perspective, and/or characters;</p> <p>c. use a variety of transitional words, phrases, and clauses to organize the sequence of events and signals changes in time frames and/or settings;</p> <p>d. use imagery, precise words and phrases, and relevant details to convey action, experiences, and events; and</p> <p>e. provide a conclusion that follows from the narrated experiences or events.</p>
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## **Language (L)**

**Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**Standard 1: Demonstrate command of the conventions of Standard American English grammar and usage when writing or speaking.**

GRADE SIX	GRADE SEVEN	GRADE EIGHT
<p>4.1 When writing:</p> <p>a. ensure that subjective, objective, and possessive pronouns are in the proper</p>	<p>4.1 When writing:</p> <p>a. show knowledge of the function of phrases and clauses in general and their function in</p>	<p>4.1 When writing:</p> <p>a. show knowledge of the function of gerunds, participles, and infinitives and</p>

<p>case;</p> <p>b. use intensive pronouns;</p> <p>c. recognize and use appropriate continuity and shifts in pronoun number and person;</p> <p>d. recognize and correct pronouns with unclear or ambiguous antecedents;</p> <p>e. recognize variations from standard English in one's own and others' writing; and</p> <p>f. identify and use strategies to improve expression in conventional language.</p> <p>6-W-L-1.1 Identify how phrases and clauses in a sentence develop meaning.</p> <p>6-W-L-1.2 Identify and use appropriate pronoun case.</p> <p>6-W-L-1.3 Define and use intensive pronouns.</p> <p>6-W-L-1.4 Use clear and precise antecedents and pronouns.</p> <p>6-W-L-1.5 Order modifiers in a sentence following conventional patterns.</p> <p>6-W-L-1.6 Correct inappropriate fragments and run-ons.</p> <p>6-W-L-1.7 Produce, expand, and rearrange simple, compound, and complex sentences.</p> <p>6-W-L-1.8 Maintain consistency of verb tense.</p>	<p>specific sentences;</p> <p>b. choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas; and</p> <p>c. use phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>7-W-L-1.1 Use phrases and clauses in a sentence to develop meaning.</p> <p>7-W-L-1.2 Identify and correct modifier errors, both dangling and misplaced.</p> <p>7-W-L-1.3 Choose simple, compound, complex sentences to signal and develop relationships between ideas.</p> <p>7-W-L-1.4 Use clear and precise antecedents and pronouns.</p>	<p>their functions in particular sentences;</p> <p>b. form and use verbs in the active and passive voice;</p> <p>c. form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood; and</p> <p>d. recognize and correct inappropriate shifts in verb voice and mood.</p> <p>8-W-L-1.1 Identify and use verbals (gerunds, infinitives, and participles).</p> <p>8-W-L-1.2 Identify and use active and passive tense verbs.</p> <p>8-W-L-1.3 Use indicative, imperative, subjunctive, conditional verbs to communicate different messages.</p>
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**Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**Standard 2: Demonstrate command of the conventions of Standard American English capitalization, punctuation, and spelling when writing.**

<p>5.1 Students are expected to build upon and continue applying previous learning.</p>		
<p><b>Grade 5</b> Apply correct usage of capitalization in writing.</p>		
<p>5.2 Use:</p> <p>a. commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements; and</p> <p>b. semicolons to connect main clauses and colons to introduce a list or quotation.</p> <p>6-W-L-2.1 Use commas to set off nonrestrictive</p>	<p>5.2 Use:</p> <p>a. a comma to separate coordinate adjectives; and</p> <p>b. a comma after introductory subordinate clauses.</p> <p>7-W-L-2.1 Use commas with coordinate</p>	<p>5.2 Use:</p> <p>a. commas, ellipses, and dashes to indicate a pause, break, or omission; and</p> <p>b. an ellipsis to indicate an omission.</p> <p>8-W-L-2.1 Use commas, ellipsis, or dash as pauses or breaks in text.</p>

<p>sentence elements. 6-W-L-2.2 Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>adjectives. 7-W-L-2.2 Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>8-W-L-2.2 Spell grade-appropriate words correctly, consulting references as needed.</p>
<p>5.3 Students are expected to build upon and continue applying previous learning. <b>Grade 3</b> Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.</p>		
<p>5.4 Students are expected to build upon and continue applying previous learning. <b>Grade 4</b> Use spelling patterns and generalizations.</p>		
<p>5.5 Students are expected to build upon and continue applying previous learning. <b>Grade 3</b> Consult print and multimedia resources to check and correct spelling.</p>		

### **Range and Complexity (RC)**

**Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.**

**Standard 1: Write independently and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.**

<b>GRADE SIX</b>	<b>GRADE SEVEN</b>	<b>GRADE EIGHT</b>
<p>6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences. Same as 6-W-RC-1.1</p>	<p>6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences. NEW – Range and Complexity missing from 1<sup>st</sup> draft</p>	<p>6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences. NEW – Range and Complexity missing from 1<sup>st</sup> draft</p>
<p>6.2 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Print upper- and lower-case letters proportionally using appropriate handwriting techniques.</p>		
<p>6.3 Students are expected to build upon and continue applying conventions previous learning. <b>Grade 1</b> Write left to right leaving spaces between words.</p>		
<p>6.3 Students are expected to build upon and continue applying previous learning. <b>Grade 4</b> Demonstrate effective keyboarding skills.</p>		
<p>6.5 Students are expected to build upon and continue applying previous learning. <b>Grade 5</b> Connect upper- and lowercase letters efficiently and proportionately in cursive handwriting.</p>		

# Communication (C)

## Expectations for Teaching and Learning

*Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.*

*Teachers should continue to address earlier standards as they apply to more complex text.*

*Students are expected to build upon and continue applying concepts learned previously.*

## Fundamentals of Communication

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other's ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

## Meaning and Context (MC)

**Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives. Same as Standard 1**

GRADE SIX	GRADE SEVEN	GRADE EIGHT
1.1 Consider viewpoints of others by listening, reflecting, and formulating questions; support others to reach common understandings of concepts, ideas, and text. <b>Same as 6-C-MC-1.4</b>	1.1 Prepare for and engage in conversations to explore complex concepts, ideas, and texts; share ideas and consider alternate viewpoints. <b>Same as 7-C-MC1.4</b>	1.1 Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking. <b>Same as 8-C-MC-1.4</b>
1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue. <b>6-C-MC-1.1 Attend discussions prepared to share evidence that supports the topic, text, or issue being probed and discussed.</b>	1.3 Participate in discussions; ask probing questions and share evidence that supports and maintains the focus of the discussion. <b>7-C-MC-1.1 Attend discussions prepared to share evidence that supports the topic, text, or issue being probed and discussed.</b>	1.2 Participate in discussions; share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations. <b>8-C-MC-1.1 Attend discussions prepared to share evidence that supports the topic, text,</b>

6-C-MC-1.2 Ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.	7-C-MC-1.2 Ask probing questions that elicit elaboration; respond with relevant comments that maintain the focus of the discussion.	or issue being probed and discussed. 8-C-MC-1.2 Ask probing questions that connect the ideas of several speakers and respond with relevant ideas, evidence, and observations.
1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting. <b>NEW</b>	1.3 Apply effective communication techniques and the use of formal or informal voice based on audience, setting, and tasks. <b>NEW</b>	1.3 Apply effective communication techniques based on a variety of contexts and tasks. <b>NEW</b>
1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose and respond to specific questions to clarify thinking and express new thoughts. <b>NEW</b>	1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas. <b>7-C-MC-2.2 Address alternative or opposing perspectives when appropriate to the mode of communication</b>	1.3 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas. <b>8-C-MC-2.2 Address alternative or opposing perspectives appropriate to the mode of communication</b>
1.5 Review and reflect upon the main ideas expressed to demonstrate an understanding of diverse perspectives. <b>Same as 6-C-MC-1.3</b>	1.5 Consider new ideas and diverse perspectives of others when forming opinions regarding a topic, text, or issue. <b>Same as 7-C-MC-1.3</b>	1.5 Consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding a topic, text, or issue. <b>8-C-MC-1.3 Consider new ideas and diverse perspectives of others when clearly and persuasively expressing one's own views.</b>
1.6 Indicator does not begin until English 1. <b>English 1 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.</b>		

**Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.**

**Same as Standard 2**

2.1 Gather information from print and multimedia sources to articulate claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details that support themes or central ideas to express perspectives clearly.	2.1 Gather relevant information from diverse print and multimedia sources to articulate claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions facts and details. <b>7-C-MC-2.1 Articulate claims or findings</b>	2.1 Gather relevant information from diverse print and multimedia sources to develop ideas, claims, or perspectives emphasizing salient points in a coherent, concise, logical manner with relevant evidence and well-chosen details.
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6-C-MC-2.1 Articulate claims or findings, sequence ideas logically, and use facts and details that support themes or central ideas to express perspectives clearly.	that present sound reasoning in a focused, well-organized, concise, and coherent manner that contain relevant facts, details, and examples.	8-C-MC-2.1 Articulate claims or findings in a focused, well-organized, concise, and coherent manner that contain well-chosen details and sound reasoning.
2.2 Distinguish between credible and non-credible sources of information. NEW	2.2 Analyze and evaluate the credibility of information and accuracy of findings. 7-C-MC-2.3 Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.	2.2 Analyze and evaluate credibility of information and accuracy of findings. 8-C-MC-2.3 Distinguish between credible and non-credible sources of information presented in diverse media and formats.
2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. NEW	2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. NEW	2.3 Quote and paraphrase the data and conclusions while avoiding plagiarism and following a standard format for citation. NEW
2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate. NEW	2.4 <i>Students are expected to build upon and continue applying previous learning.</i>	

**Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and multimedia to enrich understanding when presenting ideas and information.**

**Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and digital media to enrich understanding when presenting ideas and information.**

3.1 Analyze the impact of selected media and formats on meaning. 6-C-MC-2.3 Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.	<i>Students are expected to build upon and continue applying previous learning.</i>	
3.2 Utilize multimedia to enrich presentations. 6-C-MC-3.1 Utilize appropriate multimedia components and digital tools to enrich presentations.	3.3 Utilize multimedia to clarify information and strengthen claims or evidence. 7-C-MC-3.1 Utilize appropriate multimedia components and digital tools to clarify information and strengthen claims or evidence.	3.3 Utilize multimedia to clarify information and emphasize salient points. 8-C-MC-3.1 Utilize appropriate multimedia components and digital tools to clarify information and emphasize salient points

## Language, Craft, and Structure (LCS)

**Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.**

**Standard 1: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.**

GRADE SIX	GRADE SEVEN	GRADE EIGHT
<p>4.1 Determine the effectiveness of a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. <b>NEW</b></p>	<p>4.1 Determine the effectiveness of a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. <b>NEW</b></p>	<p>4.1 Determine the effectiveness of a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. <b>NEW</b></p>
<p>4.2 Identify the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages. <b>NEW</b></p>	<p>4.2 Analyze the effectiveness of the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages. <b>7-C-LCS-1.3 Analyze the effectiveness of the speaker’s craft to convey a message.</b></p>	<p>4.2 Analyze the effectiveness of the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages. <b>8-C-LCS-1.2 Identify the speaker’s use of consonance, assonance, and modulation to convey messages.</b> <b>8-C-LCS-1.3 Analyze the effectiveness of the speaker’s craft to convey a message.</b> <b>8-C-LCS-1.4 Identify the speaker’s use of analogies and allusions to convey messages.</b></p>
<p>4.3 Determine how the speaker: a. articulates a clear message; b. monitors audience awareness; c. addresses possible misconceptions or objections; d. chooses appropriate media; and e. uses an appropriate style for the audience. <b>6-C-LCS-1.1 Determine if the presentation is well-organized and concise.</b> <b>6-C-LCS-1.2 Determine if the speaker is conscious of the audience and makes needed adjustments.</b></p>	<p>4.3 Analyze the presentation to determine how the speaker: a. articulates a clear message; b. monitors audience awareness; c. addresses possible misconceptions or objections; d. chooses appropriate media; and e. uses an appropriate style for the audience. <b>7-C-LCS-1.1 Determine if the presentation is well-organized and concise.</b> <b>a. 7-C-LCS-1.2 Determine if speaker is</b></p>	<p>4.3 Evaluate the presentation to determine how the speaker: a. articulates a clear message; b. monitors audience awareness; c. addresses possible misconceptions or objections; d. chooses appropriate media; and e. uses an appropriate style for the audience. <b>8-C-LCS-2.2 Create a well-organized and concise presentation.</b> <b>8-C-LCS-2.3 Adjust presentations as needed based on audience awareness.</b></p>

<p>6-C-LCS-1.3 Describe how the speaker’s use of craft is used to convey a message.</p>	<p>conscious of the audience and makes needed adjustments.</p> <p>b. 7-C-LCS-1.3 Analyze the effectiveness of the speaker’s craft to convey a message.</p> <p>c. 7-C-LCS-1.4 Recognize the sound devices of consonance, assonance, and modulation to convey messages.</p>	
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**Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.**

**Standard 2: Incorporate craft techniques to stylistically and structurally engage and impact audience and convey messages.**

<p>5.1 Consider audience when selecting presentation types. Same as 6-C-LCS-2.1</p>	<p>5.1 Consider audience when selecting presentation types Same as 7-C-LCS-2.1</p>	<p>5.1 Consider audience when selecting presentation types. Same as 8-C-LCS-2.1</p>
<p>5.3 Select and integrate craft techniques to impact audience.</p> <p>6-C-LCS-2.4 Utilize appropriate visual and technological tools to support presentation.</p>	<p>5.2 Select and employ a variety of craft techniques to convey a message and impact the audience.</p> <p>7-C-LCS-2.1 Consider audience when selecting presentation types.</p> <p>7-C-LCS-2.2 Create a well-organized and concise presentation.</p> <p>7-C-LCS-2.3 Adjust presentation as needed based on audience awareness.</p> <p>7-C-LCS-2.4 Employ the sound devices of consonance, assonance, and modulation to convey messages.</p>	<p>5.2 Select and employ a variety of craft techniques to convey a message and impact the audience.</p> <p>8-C-LCS-2.4 Employ the sound devices of consonance, assonance, and modulation to convey messages.</p> <p>8-C-LCS-2.5 Employ analogies and allusions to convey messages.</p>
<p>5.3 This indicator does not begin until English 1.</p> <p><b>English 1</b> Develop messages that use logical, emotional, and ethical appeals.</p>		

# Disciplinary Literacy (DL)

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Reading, writing, communicating, thinking critically, and performing in meaningful, relevant ways within and across disciplines are essential practices for accessing and deeply understanding content. Immersion in the language and thinking processes valued by each discipline guides students to develop and cultivate a deeper understanding of particular disciplines.

College- and career-ready students must be able to expertly navigate curriculum, paying close attention to practices unique to a particular discipline. Disciplinary Literacy works in concert with Inquiry-Based Literacy Standards to prepare students for the demands of the 21<sup>st</sup> century. These practices also offer opportunities for students to demonstrate their understanding of the content in traditional and non-traditional ways.

*The South Carolina College- and Career-Ready Standards for English Language Arts 2015* include the Disciplinary Literacy practices listed below:

- **Read, write, and communicate using knowledge of a particular discipline.**
- **Integrate the Reading, Writing, and Communication Standards and the Inquiry-Based Literacy Standards to communicate and create understanding within content areas.**
- **Extend and deepen understanding of content through purposeful, authentic, real-world tasks to show understanding and integration of content within and across disciplines.**

# **English 1 through English 4 Standards and Indicators**

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# Inquiry-Based Literacy Standards (I)

**Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.**

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
1.1 Use a recursive process to develop, evaluate, and refine, questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.	1.1 Use a recursive process to develop, refine, and evaluate questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.	1.1 Use a recursive process to develop, refine, and evaluate of questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.	1.1 Use a recursive process to develop, refine, and evaluate questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.

**Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.**

2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering multiple perspectives and alternative views.	2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering multiple perspectives and alternative views.	2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering multiple perspectives and alternative views.	2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering multiple perspectives and alternative views.
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**Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**

3.1 Develop a plan of action by using appropriate discipline-specific strategies.	3.1 Develop a plan of action by using appropriate discipline-specific strategies.	3.1 Develop a plan of action by using appropriate discipline-specific strategies.	3.1 Develop a plan of action by using appropriate discipline-specific strategies.
3.2 Examine historical, social, cultural, or political context to broaden inquiry.	3.2 Examine historical, social, cultural, or political context to broaden inquiry.	3.2 Examine historical, social, cultural, or political context to broaden inquiry.	3.2 Examine historical, social, cultural, or political context to broaden inquiry.
3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.	3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.	3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.	3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.

3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.	3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; and identify implications for future inquiry.	3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; and identify implications for future inquiry.	3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; and identify implications for future inquiry.
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**Standard 4: Synthesize information to share learning and/or take action.**

4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.	4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.	4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.	4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.
4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.	4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.	4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.	4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.
4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.	4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.	4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.	4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.

**Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.**

5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.	5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.	5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.	5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.
5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.	5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.	5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.	5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.
5.3 Analyze the process to evaluate and revise plan and strategies; address successes and	5.3 Analyze the process to evaluate and revise plan and strategies; address successes	5.3 Analyze the process to evaluate and revise plan and strategies; address successes	5.3 Analyze the process to evaluate and revise plan and strategies; address successes

misconceptions; and apply learning to future inquiry.	and misconceptions; and apply learning to future inquiry.	and misconceptions; and apply learning to future inquiry.	and misconceptions; and apply learning to future inquiry.
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# Reading - Literary Text

## ***Expectations for Teaching and Learning***

***Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.***

By the end of English 4, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: adventure stories, historical fiction, contemporary realistic fiction, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

## ***Fundamentals of Reading***

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

## **Principles of Reading (P)**

**Standard 1: Demonstrate understanding of the organization and basic features of print.**

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
1.1 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Recognize the distinguishing features of a sentence.			
1.2 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Recognize that spoken words are represented in written language by specific sequences of letters.			
1.3 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Understand that words are separated by spaces in print.			

1.4 Students are expected to build upon and continue applying previous learning.  
**Kindergarten** Recognize and name all upper- and lowercase letters of the alphabet.

**Standard 2: Demonstrate understanding of spoken words, syllables, and sounds**

2.1 Students are expected to build upon and continue applying previous learning.

**Grade 1** Distinguish long from short vowel sounds in spoken single-syllable words.

2.2 Students are expected to build upon and continue applying previous learning.

**Grade 1** Orally produce single-syllable words by blending sounds including consonant blends in spoken words.

2.3 Students are expected to build upon and continue applying previous learning.

**Grade 1** Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.

2.4 Students are expected to build upon and continue applying previous learning.

**Grade 1** Segment spoken single-syllable words into their complete sequence of individual sounds.

2.5 Students are expected to build upon and continue applying previous learning.

**Kindergarten** Add or substitute individual sounds in simple, one-syllable words to make new words.

**Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.**

3.1 Students are expected to build upon and continue applying previous learning.

**Grade 4** Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context and out of context.

3.2 Students are expected to build upon and continue applying previous learning.

**Grade 2** Use knowledge of how syllables work to read multisyllabic words.

3.3 Students are expected to build upon and continue applying previous learning.

**Grade 2** Read irregularly spelled two-syllable words and words with common prefixes and suffixes.

3.4 Students are expected to build upon and continue applying previous learning.

**Grade 2** Use and apply knowledge of vowel diphthongs.

3.5 Students are expected to build upon and continue applying previous learning.

**Grade 2** Use and apply knowledge of how inflectional endings change words.

3.6 Students are expected to build upon and continue applying previous learning.

**Grade 3** Read grade-appropriate irregularly spelled words.

**Standard 4: Read with sufficient accuracy and fluency to support comprehension. Same as Standard 4**

4.1 Read grade-level text with purpose and understanding. Same as E1-FOR-4.1	4.1 Read grade-level text with purpose and understanding. Same as E2-FOR-4.1	4.1 Read grade-level text with purpose and understanding. Same as E3-FOR-4.1	4.1 Read grade-level text with purpose and understanding. Same as E4-FOR-4.1
4.3 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression,	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression,	4.3 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression,	4.3 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression,

<p>intonation, and phrasing on successive readings.</p> <p>E-1-FOR-4.2 Read grade-level literary text with accuracy, appropriate rate, expression, intonation, and phrasing when performing a dramatic reading.</p>	<p>intonation, and phrasing on successive readings.</p> <p>E2-FOR-4.2 Read grade-level literary text with accuracy, appropriate rate, expression, intonation, and phrasing when performing a dramatic reading.</p>	<p>intonation, and phrasing on successive readings.</p> <p>E3-FOR-4.2 Read grade-level literary text with accuracy, appropriate rate, expression, intonation, and phrasing when performing a dramatic reading.</p>	<p>intonation, and phrasing on successive readings.</p> <p>E4-FOR-4.2 Read grade-level literary text with accuracy, appropriate rate, expression, intonation, and phrasing when performing a dramatic reading.</p>
<p>4.4 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>E1-FOR-4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.</p>	<p>4.4 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>E2-FOR-4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.</p>	<p>4.4 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>E3-FOR-4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.</p>	<p>4.4 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>E4-FOR-4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.</p>

### **Meaning and Context (MC)**

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

**Standard 1: Determine meaning and develop logical interpretations drawn from text, including where the text leaves things indeterminate, by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and exploring multiple interpretations.**

<b>ENGLISH 1</b>	<b>ENGLISH 2</b>	<b>ENGLISH 3</b>	<b>ENGLISH 4</b>
<p>5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.</p> <p>E1-RL-MC-1.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text;</p>	<p>5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.</p> <p>E2-RL-MC-1.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify</p>	<p>5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.</p> <p>E3-RL-MC-1.1 Cite significant textual evidence to support</p>	<p>5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.</p> <p>E4-RL-MC-1.1 Cite significant textual evidence to support</p>

identify multiple supported interpretations.	multiple supported interpretations.	synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.	synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; critique multiple supported interpretations.
5.4 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Make predictions before and during reading; confirm or modify thinking.			

**Standard 6: Summarize key details and ideas to support analysis of thematic development.**

**Standard 2. English 1: Determine and analyze the development of themes of texts; summarize key details and ideas to support analysis.**

**Standard 2 English 2, English 3, and English 4: Determine and analyze the development of themes of texts; cite key details and ideas to support analysis.**

<p>6.1<sup>5</sup> Determine a theme a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>E1-RL-MC-2.1 Determine a theme and analyze its development over the course of a text; identify common themes or central ideas across texts including the relationship to elements within the text; cite evidence to support the analysis; provide an objective summary.</b></p>	<p>6.1 Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>E2-RL-MC -2.1 Determine themes and analyze their development within and across texts; including how they are shaped and refined by specific details; cite evidence to support the analysis; provide an objective summary.</b></p>	<p>6.1 Analyze the development of related themes across multiple texts citing evidence to support-analysis; provide an objective summary.</p> <p><b>E3-RL-MC-2.1 Determine themes and analyze the development and interaction among themes among multiple texts, including how themes or central ideas interact and build upon one another to increase the complexity of the text; cite evidence to support the analysis; provide an objective summary.</b></p>	<p>6.1 Analyze the development of related themes across a variety of texts citing evidence to support-analysis; provide an objective summary.</p> <p><b>E4-RL-MC-2.1 Determine two or more themes and analyze the development among a variety of complex texts, including how they interact and build upon one another to increase the complexity of the text; cite evidence to support the analysis; provide an objective summary.</b></p>
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<sup>5</sup> Noted typo in indicator

**Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

**Standard 4: Analyze the relationship among similar ideas, themes, or topics through multiple and diverse media, modalities, and formats.**

<p>7.1 Trace the development of a common theme in two different artistic mediums.</p> <p>E1-RL-MC-4.1 Analyze the development of a common theme in two different artistic mediums.</p>	<p>7.1 Trace the development of a common theme across media, modality, and format.</p> <p>E2-RL-MC-4.1 Analyze the development of a common theme in two different artistic mediums</p>	<p>7.1 Analyze the development of theme across diverse media, modality, and format.</p> <p>E3-RL-MC-4.3 Analyze archetypes across literary texts and diverse media.</p>	<p>7.1 Analyze the development of theme across diverse media, modality, and format.</p> <p>E4-RL-MC-4.2 Differentiate creative choices in literary texts and those in diverse media in order to assess the effectiveness of those choices in communicating similar ideas, themes, or topics.</p>
<p>7.2 Investigate how literary texts and related media allude to themes and archetypes from historical and cultural traditions.</p> <p>E1-RL-MC-4.2 Analyze how literary texts allude to themes, patterns of events, or character types from historical and cultural traditions.</p>	<p>7.2 Explain how literary texts and related media allude to themes and archetypes from historical and cultural traditions.</p> <p>E2-RL-MC-4.2 Analyze how literary texts allude to themes, patterns of events, or character types from historical and cultural traditions.</p> <p>E1-RL-MC-4.3 Identify the archetypes used across literary texts and diverse media.</p>	<p>7.2 Analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions.</p> <p>E3-RL-MC-4.1 Assess how literary texts allude to themes, patterns of events, or character types from historical and cultural traditions.</p>	<p>7.2 Analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions.</p> <p>E4-RL-MC-4.1 Assess how literary texts allude to themes, patterns of events, or character types from historical and cultural traditions.</p>

**Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.**

**Standard 3: Analyze the development of and interactions among characters, events, and ideas that situate a text within a particular context.**

<p>8.1 Analyze how a series of ideas or events is introduced, developed, connected, and ordered within a particular context.</p>	<p>8.1 Analyze how a series of ideas or events is introduced, developed, connected, and ordered within a particular context.</p>	<p>8.1 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a</p>	<p>8.1 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a</p>
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E1-RL-MC-3.1 Analyze the development of and interactions among characters, events, and ideas in a text and explain the influence of historical, cultural, social and/or political contexts.	E2-RL-MC-3.1 Analyze the development of and interactions among characters, events, and ideas in a text and interpret the influence of historical, cultural, social and/or political contexts.	particular context. E3-RL-MC-3.1 Analyze the development of and interactions among characters, events, and ideas in a text to explain the particular historical, cultural, social and/or political contexts.	particular context. E4-RL-MC-3.1 Analyze the development of and interactions among characters, events, and ideas in a text to explain the particular historical, cultural, social and/or political contexts.
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### **Language, Craft, and Structure (LCS)**

**Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.**

Standard 1: Interpret the author’s use of words, phrases, conventions, features, and their relationships to analyze how the author’s choices shape meaning and tone.

<b>ENGLISH 1</b>	<b>ENGLISH 2</b>	<b>ENGLISH 3</b>	<b>ENGLISH 4</b>
<p>9.1 Determine the figurative and connotative meanings of words and phrases; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>E1-RL-LCS-1.1 Analyze the impact of diction and figurative language on meaning.</p> <p>E1-RL-LCS-1.2 Analyze the author’s language choices to convey meaning and tone.</p>	<p>9.1 Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.</p> <p>E2-RL-LCS-1.1 Analyze and interpret the impact of the author’s use of diction and figurative language, and multiple-meaning words on meaning and tone.</p> <p>E2-RL-LCS-1.2 Analyze the author’s choice of words and consider the impact of denotations, connotations, and shades of meaning.</p> <p>E2-RL-LCS-1.2 Analyze and interpret the author’s language and convention choices to convey meaning and tone.</p>	<p>9.1 Analyze and interpret the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful.</p> <p>E3-RL-LCS-1.1 Analyze the cumulative impact of the author’s use of diction and figurative language, and multiple-meaning words on meaning and tone.</p> <p>E3-RL-LCS-1.2 Analyze the author’s choice of words and consider the impact of denotations, connotations, and shades of meaning; identify unique usages that create aesthetic effects.</p> <p>E3-RL-LCS-1.2 Evaluate the purpose of the author’s language</p>	<p>9.1 Evaluate the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.</p> <p>E4-RL-LCS-1.1 Evaluate the impact of the author’s use of diction, figurative language, and multiple meaning words.</p> <p>E4-RL-LCS-1.2 Interpret the author’s choice of words and consider the impact of denotations, connotations, and shades of meaning; identify unique usages that create aesthetic effects.</p> <p>E4-RL-LCS-1.3 Evaluate the effectiveness of the author’s language and convention choices</p>

		and convention choices to convey meaning and tone.	to convey meaning and tone.
9.2 Students are expected to build upon and continue applying previous learning			
<b>Grade 7</b> Analyze the impact of the author’s use of words, word phrases, and conventions on meaning and tone.			

**Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

**Standard 4: Apply a range of strategies to determine the meaning of unknown and multiple-meaning words and phrases; acquire and use general academic and domain-specific vocabulary and jargon.**

10.1 Students are expected to build upon and continue applying previous learning.
<b>Grade 6</b> Determine the meaning of a word or phrase using the overall meaning of a text or a word’s position or function.
10.2 Students are expected to build upon and continue applying previous learning.
<b>Grade 5</b> Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.
10.3 Students are expected to build upon and continue applying previous learning.
<b>Grade 2</b> Use a base word to determine the meaning of an unknown word with the same base.
10.4 Students are expected to build upon and continue applying previous learning.
<b>Grade 5</b> Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.
10.5 Students are expected to build upon and continue applying previous learning.
<b>Grade 6</b> Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.)

**Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.**

**Standard 3: Analyze and provide evidence of how point of view and the author’s perspective and purpose shape content, meaning, and style**

11.1 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style. <b>E1-RL-LCS-3.1</b> Determine the significance of point of view and author’s perspective and purpose in shaping content, meaning, and style.	11.1 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style. <b>Same as E2-RL-LCS-3.1</b>	11.1 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style, supports rhetorical or aesthetic purposes, and conveys cultural experience. <b>E3-RL-LCS-3.1</b> Analyze how point of view and author’s perspective and purpose shape content, meaning, and style.	11.1 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style; supports rhetorical or aesthetic purposes; and conveys cultural experience. <b>E4-RL-LCS-3.1</b> Evaluate how the author’s choice of point of view, perspective, content, and style support rhetorical or aesthetic purposes and
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			conveys cultural experience. E4-RL-LCS-3.2 Evaluate how point of view and author's perspective and purpose shape content, meaning, and style.
11.2 Students are expected to build upon and continue applying previous learning. <b>Grade 3</b> Compare and contrast the reader's point of view to that of the narrator or a character.			

**Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.**

**Standard 2: Analyze the author's choice of structure within text and the relationship of the parts to each other and the whole to shape meaning.**

12.1 Determine the significance of the author's use of text structure and plot organization to create mood or effect citing support from the text. Same as E1.RL-LCS-2.1	12.1 Analyze how the relationships among structure, plot, and manipulation of time create the effects of mystery, tension, or surprise citing support from the text. E2-RL-LCS-2.1 Determine the significance of the author's use of text structure, plot organization, and manipulation of time to create mood or effect, citing support from the text.	12.1 Analyze the relationships among structure, plot, and manipulation of time to determine how meaning is derived citing support from the text. E3-RL-LCS-2.1 Analyze the relationships among structure, plot, and manipulation of time to determine how meaning is derived from structure, citing support from the text.	12.1 Evaluate various texts to formulate a theory regarding the authors' use of structure, plot, and manipulation of time citing support from the texts. E4-RL-LCS-2.1 Evaluate various texts to form and opinion on the authors' use of structure, plot, and manipulation of time, citing support from the texts
12.2 Analyze how an author's choices concerning how to structure a text, order events within the text, and manipulate time create different effects. NEW	12.2 Analyze how an author's choices concerning how to structure a text, order events within the text, and manipulate time create different effects. NEW	12.2 Analyze how an author's choices concerning how to structure texts, order events within the text, and manipulate time create different effects. NEW	12.2 Critique how an author's choices concerning how to structure texts, order events within the text, and manipulate time create different effects. NEW

## **Range and Complexity (RC)**

**Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time. Same as Standard 1**

<b>ENGLISH 1</b>	<b>ENGLISH 2</b>	<b>ENGLISH 3</b>	<b>ENGLISH 4</b>
13.1 Engage in whole and small group reading with purpose and understanding. <b>NEW</b>	13.1 Engage in whole and small group reading with purpose and understanding. <b>NEW</b>	13.1 Engage in whole and small group reading with purpose and understanding. <b>NEW</b>	13.1 Engage in whole and small group reading with purpose and understanding. <b>NEW</b>
13.2 Read independently for sustained periods of time to build stamina. <b>NEW</b>	13.2 Read independently for sustained periods of time to build stamina. <b>NEW</b>	13.2 Read independently for sustained periods of time to build stamina. <b>NEW</b>	13.2 Read independently for sustained periods of time to build stamina. <b>NEW</b>
13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers. <b>E1-RL-RC-1.1 Read grade level text independently and confer with adults and peers to comprehend a text as self-directed, critical readers and thinkers.</b>	13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers. <b>E2-RL-RC-1.1 Read grade level text independently and confer with adults and peers to comprehend a text as self-directed, critical readers and thinkers.</b>	13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers. <b>E3-RL-RC-1.1 Read grade level text independently and confer with adults and peers to comprehend a text as self-directed, critical readers and thinkers.</b>	13.3 Read and respond to grade level text as self-directed, critical readers and thinkers <b>E4-RL-RC-1.1 Read grade level text independently and confer with adults and peers to comprehend a text as self-directed, critical readers and thinkers.</b>

# Reading - Informational Text (RI)

## ***Expectations for Teaching and Learning***

***Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.***

By the end of English 4, students read informational (expository/persuasive/argumentative) texts in print and multimedia formats of the following types: historical documents, research reports, essays (for example, social, political, scientific, historical, natural history), position papers (for example, persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (for example, book, movie, product), contracts, government documents, business forms, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of multimedia texts.

## ***Fundamentals of Reading***

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

## **Principles of Reading (P)**

**Standard 1: Demonstrate understanding of the organization and basic features of print.**

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
1.1 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Recognize the distinguishing features of a sentence.			
1.2 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Recognize that spoken words are represented in written language by specific sequences of letters.			
1.3 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Understand that words are separated by spaces in print.			

1.4 Students are expected to build upon and continue applying previous learning.  
**Kindergarten** Recognize and name all upper- and lowercase letters of the alphabet.

**Standard 2: Demonstrate understanding of spoken words, syllables, and sounds**

2.1 Students are expected to build upon and continue applying previous learning.

**Grade 1** Distinguish long from short vowel sounds in spoken single-syllable words.

2.2 Students are expected to build upon and continue applying previous learning.

**Grade 1** Orally produce single-syllable words by blending sounds including consonant blends in spoken words.

2.3 Students are expected to build upon and continue applying previous learning.

**Grade 1** Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.

2.4 Students are expected to build upon and continue applying previous learning.

**Grade 1** Segment spoken single-syllable words into their complete sequence of individual sounds.

2.5 Students are expected to build upon and continue applying previous learning.

**Kindergarten** Add or substitute individual sounds in simple, one-syllable words to make new words.

**Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.**

3.1 Students are expected to build upon and continue applying previous learning.

**Grade 4** Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context and out of context.

3.2 Students are expected to build upon and continue applying previous learning.

**Grade 2** Use knowledge of how syllables work to read multisyllabic words.

3.3 Students are expected to build upon and continue applying previous learning.

**Grade 2** Read irregularly spelled two-syllable words and words with common prefixes and suffixes.

3.4 Students are expected to build upon and continue applying previous learning.

**Grade 2** Use and apply knowledge of vowel diphthongs.

3.5 Students are expected to build upon and continue applying previous learning.

**Grade 2** Use and apply knowledge of how inflectional endings change words.

3.6 Students are expected to build upon and continue applying previous learning.

**Grade 3** Read grade-appropriate irregularly spelled words.

**Standard 4: Read with sufficient accuracy and fluency to support comprehension.<sup>6</sup>**

4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.
4.2 Read grade-level prose and poetry orally with accuracy,	4.2 Read grade-level prose and poetry orally with accuracy,	4.2 Read grade-level prose and poetry orally with accuracy,	4.2 Read grade-level prose and poetry orally with accuracy,

<sup>6</sup> Same as Reading: Literary Text

appropriate rate, expression, intonation, and phrasing on successive readings.	appropriate rate, expression, intonation, and phrasing on successive readings.	appropriate rate, expression, intonation, and phrasing on successive readings.	appropriate rate, expression, intonation, and phrasing on successive readings.
4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.

## **Meaning and Context (MC)**

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.**

**Standard 1: Determine meaning and develop logical interpretations drawn from text and where the text leaves things indeterminate by inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and exploring multiple interpretations.**

<b>ENGLISH 1</b>	<b>ENGLISH 2</b>	<b>ENGLISH 3</b>	<b>ENGLISH 4</b>
<p>5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.</p> <p>E1-RI-MC-1.1 Cite strong and thorough textual evidence in order to support an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>E1-R1-MC-1.2 Cite strong and thorough textual evidence from multiple texts to support synthesis of explicit and inferred meaning and to identify and analyze various perspectives.</p>	<p>5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.</p> <p>E2-RI-MC-1.1 Cite strong and thorough textual evidence in order to support an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>E2-R1-MC-1.2 Cite strong and thorough textual evidence from multiple texts to support synthesis of explicit and inferred meaning and to identify and analyze various perspectives.</p>	<p>5.1 Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.</p> <p>E3-RI-MC-1.1 Cite strong and thorough textual evidence in order to support an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>E3-R1-MC-1.2 Cite strong and thorough textual evidence from multiple texts to support synthesis of explicit and inferred meaning and to identify and analyze various perspectives.</p>	<p>5.1 Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.</p> <p>E4-RI-MC-1.1 Cite strong and thorough textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text and to support synthesis of explicit and inferred meaning including determining where the text leaves matters uncertain.</p> <p>E4-RI-MC-1.2 Identify and analyze various perspectives in multiple and increasingly complex texts.</p>

5.2 Students are expected to build upon and continue applying previous learning.  
**Grade 2** Make predictions before and during reading; confirm or modify thinking.

**Standard 6: Summarize key details and ideas to support analysis of central ideas.**

**Standard 2: Determine and analyze the development of central ideas of texts; summarize key details and ideas to support analysis.**

<p>6.1 Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>E1-RI-MC-2.1 Determine a central idea, cite evidence to support the analysis of its development, and include key details in an objective summary.</b></p> <p><b>E1-RI-MC-2.2 Identify common central ideas across texts.</b></p>	<p>6.1 Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>E2-RI-MC-2.1 Determine a central idea, cite evidence to support the analysis of its development, and include key details in an objective summary.</b></p>	<p>6.1 Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.</p> <p><b>E3-RI-MC-2.1 Determine a central idea, cite evidence to support the analysis of its development, and include key details in an objective summary.</b></p> <p><b>E3-RI-MC-2.2 Compare and contrast the development of similar central ideas across texts.</b></p>	<p>6.1 Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.</p> <p><b>E4-RI-MC-2.1 Determine a central idea, cite evidence to support the analysis of its development, and include key details in an objective summary.</b></p> <p><b>E4-RI-MC-2.2 Compare, contrast, and evaluate the effectiveness of the development of similar central ideas across texts.</b></p>
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**Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

**Standard 3: Analyze the relationship among similar ideas or topics through multiple and diverse media, modalities, and formats.**

<p>7.1 Explain how the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts, and ideas in argument or informative texts.</p> <p>E1-RI-MC-3.1 Explain how the use of different mediums, modalities, or formats impacts topics, concepts, and ideas in argument of informative texts.</p>	<p>7.1 Explain how the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts, and ideas in argument or informative texts.</p> <p>E2-RI-MC-3.1 Explain how the use of different mediums, modalities, or formats impacts topics, concepts, and ideas in argument of informative texts.</p>	<p>7.1 Analyze how the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts, and ideas in argument or informative texts.</p> <p>E3-RI-MC-3.1 Analyze how the use of different mediums, modalities, or formats impacts topics, concepts, and ideas in argument of informative texts.</p>	<p>7.1 Evaluate the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts, and ideas in argument or informative texts.</p> <p>E4-RI-MC-3.1 Analyze how the use of different mediums, modalities, or formats impacts topics, concepts, and ideas in argument of informative texts.</p>
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**Language, Craft, and Structure (LCS)**

**Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.**

**Standard 1: Interpret the use of words, phrases, text features, structures, and their relationships to analyze how the author’s choices shape meaning.**

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
<p>8.1 Determine figurative, connotative, and technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone.</p> <p>E1-RI-LCS-1.1 Analyze the impact of author’s language choices on idea development, meaning, and tone</p>	<p>8.1 Determine the figurative, connotative, and technical meanings of words and phrases; analyze the cumulative impact of specific words and phrases on meaning and tone.</p> <p>E2-RI-LCS-1.1 Analyze the impact of author’s language choices on idea development, meaning, and tone</p>	<p>8.1 Determine the figurative, connotative, and technical meanings of words and phrases; analyze how an author uses and refines words and phrases over the course of a text.</p> <p>E3-RI-LCS-1.1 Analyze the cumulative effect of the structure and features an author uses to communicate meaning.</p>	<p>8.1 Determine the figurative, connotative, and technical meanings of words and phrases; compare and contrast how authors use and refine words or phrases.</p> <p>E4-RI-LCS-1.1 Analyze the cumulative effect of the structure and features an author uses to communicate meaning.</p>

<p>8.2 Determine how an author uses text features and structures to shape meaning and tone.</p> <p>E1-RI-LCS-1.2 Explain how the author’s message is supported by the use of text features and structure.</p>	<p>8.2 Explain how the author’s meaning and tone are developed and refined by text features and structures.</p> <p>E2-RI-LCS-1.2 Explain how the author’s message is supported by the use of text features and structure.</p>	<p>8.2 Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.</p> <p>E3-RI-LCS-1.2 Analyze and evaluate the effectiveness of the author’s language choices to convey meaning and tone.</p>	<p>8.2 Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.</p> <p>E4-RI-LCS-1.2 Analyze and evaluate the effectiveness of the author’s language choices to convey meaning and tone.</p>
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**Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

**Standard 3: Apply a range of strategies to determine the meaning of unknown and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

<p>9.1 Students are expected to build upon and continue applying previous learning.</p> <p><b>Grade 6</b> Determine the meaning of a word or phrase using the overall meaning of a text or a word’s position or function.</p>
<p>9.2 Students are expected to build upon and continue applying previous learning.</p> <p><b>Grade 6</b> Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases and affixes.</p>
<p>9.3 Students are expected to build upon and continue applying previous learning.</p> <p><b>Grade 2</b> Use a base word to determine the meaning of an unknown word with the same base.</p>
<p>9.4 Students are expected to build upon and continue applying previous learning.</p> <p><b>Grade 4</b> Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p>
<p>9.5 Students are expected to build upon and continue applying previous learning.</p> <p><b>Grade 5</b> Acquire and use general academic and domain specific words or phrases that signal contrast, addition, and logical relationships; demonstrate and understanding of nuances and jargon.</p>
<p>9.3 Students are expected to build upon and continue applying concepts learned previously.</p> <p><b>Grade 5</b> Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</p>

**Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.**

**Standard 2: Analyze and provide evidence of how the author’s purpose or perspective shapes the structure and style of the text.**

<p>10.1 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>E1-RI-LCS-2.1 Analyze and provide evidence of how style</p>	<p>10.1 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>E2-RI-LCS-2.1 Analyze and provide evidence of how</p>	<p>10.1 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>10.1 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>
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and structure convey the author’s purpose or perspective.	style and structure convey the author’s purpose or perspective.	E3-RI-LCS-2.1 Analyze and provide evidence of how style and structure convey the author’s purpose or perspective.	E4-RI-LCS-2.1 Analyze and provide evidence of how style and structure convey the author’s purpose or perspective.
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**Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.**  
**NEW**

11.1 Explain how the author’s ideas or claims are supported through the use of text features and structures. <b>NEW</b>	11.1 Analyze in detail how the author’s ideas or claims are supported through the use of text features and structures. <b>NEW</b>	11.1 Evaluate the effectiveness of the author’s use of text features and structures to support a claim. <b>NEW</b>	11.1 Compare and contrast the effectiveness of authors’ uses of text features and structures to support similar claims. <b>NEW</b>
11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. <b>NEW</b>	11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. <b>NEW</b>	11.2 Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing. <b>NEW</b>	11.2 Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing. <b>NEW</b>

**Range and Complexity (RC)**

**Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time. **Same as Standard 1****

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
12.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility. <b>NEW</b>	12.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility. <b>NEW</b>	12.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility. <b>NEW</b>	12.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility. <b>NEW</b>
12.2 Read independently for a sustained period of time. <b>NEW</b>	12.2 Read independently for a sustained period of time. <b>NEW</b>	12.2 Read independently for a sustained period of time. <b>NEW</b>	12.2 Read independently for a sustained period of time. <b>NEW</b>

<p>12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.</p> <p>E1-RI-RC-1.1 Read grade level text independently and confer with adults and peers to comprehend a text as self-directed, critical readers and thinkers.</p>	<p>12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.</p> <p>E2-RI-RC-1.1 Read grade level text independently and confer with adults and peers to comprehend a text as self-directed, critical readers and thinkers.</p>	<p>12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.</p> <p>E3-RI-RC-1.1 Read grade level text independently and confer with adults and peers to comprehend a text as self-directed, critical readers and thinkers.</p>	<p>12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.</p> <p>E4-RI-RC-1.1 Read grade level text independently and confer with adults and peers to comprehend a text as self-directed, critical readers and thinkers.</p>
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# Writing (W)

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## ***Expectations for Teaching and Learning***

***Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.***

***Teachers should continue to address earlier standards as they apply to more complex text.***

***Students are expected to build upon and continue applying concepts learned previously.***

## ***Fundamentals of Writing***

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

## **Meaning, Context, and Craft (MCC)**

**Standard 1: Write arguments to support claims with clear reasons and relevant evidence.**

**Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
<p>1.1 Write arguments that:</p> <ul style="list-style-type: none"> <li>a. introduce a precise claim and differentiate between the claim and counterclaims;</li> <li>b. use relevant information from multiple print and multimedia sources;</li> <li>c. assess the credibility and accuracy of each source;</li> <li>d. use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence;</li> <li>e. develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims;</li> <li>f. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</li> <li>g. avoid logical fallacies and</li> </ul>	<p>1.1 Write arguments that:</p> <ul style="list-style-type: none"> <li>a. introduce a precise claim and differentiate between the claim and counterclaims;</li> <li>b. use relevant information from multiple print and multimedia sources;</li> <li>c. assess the credibility and accuracy of each source;</li> <li>d. use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence;</li> <li>e. develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims;</li> <li>f. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</li> <li>g. avoid logical fallacies and</li> </ul>	<p>1.1 Write arguments that:</p> <ul style="list-style-type: none"> <li>a. introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims;</li> <li>b. use relevant information from multiple print and multimedia sources;</li> <li>c. assess the credibility and accuracy of each source;</li> <li>d. create an organizational structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence;</li> <li>e. develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases;</li> <li>f. use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create</li> </ul>	<p>1.1 Write arguments that:</p> <ul style="list-style-type: none"> <li>a. introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims;</li> <li>b. use relevant information from multiple print and multimedia sources;</li> <li>c. assess the credibility and accuracy of each source;</li> <li>d. create an organizational structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence;</li> <li>e. develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases;</li> <li>f. use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create</li> </ul>

<p>demonstrate an understanding of objectivity and subjectivity;</p> <p>h. provide a concluding statement or section that follows from and supports the argument presented; and</p> <p>i. include a call to action.</p> <p><b>E1-W-MCC-1.1 Write arguments that:</b></p> <p>a. introduce a precise claim and differentiates between the claim and counterclaims;</p> <p>b. use an organizational structure that establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence;</p> <p>c. develop the claim and counterclaims ethically without bias, providing evidence and data for each while pointing out the strengths and limitations of the claim and counterclaims;</p> <p>d. use words, phrases, and clauses to signal transitions between elements of the argument, to provide unity, and to clarify the relationship between the claim and counterclaim, between the claim and reasons, and among evidence, reasons, and warrants;</p> <p>e. avoid logical fallacies and demonstrate an understanding of</p>	<p>demonstrate an understanding of objectivity and subjectivity;</p> <p>h. provide a concluding statement or section that follows from and supports the argument presented; and</p> <p>i. include a call to action.</p> <p><b>E2-W-MCC-1.1 Write arguments that:</b></p> <p>a. introduce a precise claim and differentiate between the claim and counterclaims;</p> <p>b. use an organizational structure that establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence;</p> <p>c. develop the claim and counterclaims ethically without bias, providing evidence and data for each while pointing out the strengths and limitations of the claim and counterclaims;</p> <p>d. use words, phrases, and clauses to signal transitions between elements of the argument, to provide unity, and to clarify the relationship between the claim and counterclaim, between the claim and reasons, and among evidence, reasons, and warrants;</p>	<p>cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims;</p> <p>g. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline;</p> <p>h. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</p> <p>i. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;</p> <p>j. provide a concluding statement or section that follows from and supports the argument presented; and</p> <p>k. include a call to action.</p> <p><b>E3-W-MCC-1.1 Write arguments that:</b></p> <p>a. introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims;</p> <p>b. develop claim and counterclaims fairly and</p>	<p>cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims;</p> <p>g. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline;</p> <p>h. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</p> <p>i. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;</p> <p>j. provide a concluding statement or section that follows from and supports the argument presented; and</p> <p>k. include a call to action.</p> <p><b>E4-W-MCC-1.1 Write arguments that:</b></p> <p>a. introduce a clearly articulated and well-informed claim, establishes the significance of the claim and differentiates between the claim and counterclaims;</p> <p>b. develop claim and counterclaims fairly and</p>
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<p>objectivity and subjectivity;  f. provide a concluding statement or section that follows from and supports the argument presented; and  g. include a call to action.</p>	<p>e. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;  f. provide a concluding statement or section that follows from and supports the argument presented; and  g. include a call to action.</p>	<p>thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases;  c. use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims;  d. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; and  e. provide a concluding statement or section that follows from and supports the argument presented; and  f. include a call to action.</p>	<p>thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases;  c. use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims;  d. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing;  e. provide a concluding statement or section that follows from and supports the argument presented, and  f. include a call to action.</p>
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**Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Same as Standard 2**

**Standard 2 missing from 1<sup>st</sup> DRAFT in English 3 and English 4**

<p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> <li>a. introduce a topic;</li> <li>b. use relevant information from multiple print and multimedia sources;</li> <li>c. organize complex ideas, concepts, and information to make connections and distinctions;</li> <li>d. assess the credibility and accuracy of each source;</li> <li>e. include formatting, graphics, and multimedia to aid comprehension as needed;</li> <li>f. develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic;</li> <li>g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>h. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex</li> </ul>	<p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> <li>a. introduce a topic;</li> <li>b. use relevant information from multiple print and multimedia sources;</li> <li>c. organize complex ideas, concepts, and information to make connections and distinctions;</li> <li>d. assess the credibility and accuracy of each source;</li> <li>e. include formatting, graphics, and multimedia to aid comprehension as needed;</li> <li>f. develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic;</li> <li>g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>h. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex</li> </ul>	<p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> <li>a. introduce a topic;</li> <li>b. use relevant information from multiple print and multimedia sources</li> <li>c. organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;</li> <li>d. assess the credibility and accuracy of each source;</li> <li>e. include formatting, graphics, and multimedia to aid as needed;</li> <li>f. develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic;</li> <li>g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>h. use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify</li> </ul>	<p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> <li>a. introduce a topic;</li> <li>b. use relevant information from multiple print and multimedia sources</li> <li>c. organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;</li> <li>d. assess the credibility and accuracy of each source;</li> <li>e. include formatting, graphics, and multimedia to aid as needed;</li> <li>f. develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic;</li> <li>g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>h. use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify</li> </ul>
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<p>ideas and concepts;</p> <ul style="list-style-type: none"> <li>i. use precise language and domain-specific vocabulary to manage the complexity of the topic;</li> <li>j. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and</li> <li>k. provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> <p><b>E1-W-MCC-2.1 Write informative/explanatory pieces that:</b></p> <ul style="list-style-type: none"> <li>a. introduce a topic;</li> <li>b. organize complex ideas, concepts, and information to make important connections and distinctions;</li> <li>c. include formatting, graphics, and multimedia to aid comprehension as needed;</li> <li>d. develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;</li> <li>e. use appropriate and varied transitions to link the major</li> </ul>	<p>ideas and concepts;</p> <ul style="list-style-type: none"> <li>i. use precise language and domain-specific vocabulary to manage the complexity of the topic;</li> <li>j. establish and maintain a consistent style and objective tone while attending norms and conventions of the discipline; and</li> <li>k. provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> <p><b>E2-W-MCC-2.1 Write informative/explanatory pieces that:</b></p> <ul style="list-style-type: none"> <li>a. introduce a topic;</li> <li>b. organize complex ideas, concepts, and information to make important connections and distinctions;</li> <li>c. include formatting, graphics, and multimedia to aid comprehension as needed;</li> <li>d. develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;</li> <li>e. use appropriate and varied transitions to link the major</li> </ul>	<p>the relationships among complex ideas and concepts;</p> <ul style="list-style-type: none"> <li>i. use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic;</li> <li>j. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and</li> <li>k. provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> <p><b>E3-W-MCC-2.1 Write informative/explanatory pieces that:</b></p> <ul style="list-style-type: none"> <li>a. introduce a topic;</li> <li>b. organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;</li> <li>c. include formatting, graphics, and multimedia to aid as needed;</li> <li>d. develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the</li> </ul>	<p>the relationships among complex ideas and concepts;</p> <ul style="list-style-type: none"> <li>i. use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic;</li> <li>j. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and</li> <li>k. provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> <p><b>E4-W-MCC-2.1 Write informative/explanatory pieces that:</b></p> <ul style="list-style-type: none"> <li>a. introduce a topic;</li> <li>b. organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;</li> <li>c. include formatting, graphics, and multimedia to aid as needed;</li> <li>d. develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the</li> </ul>
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<p>sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;</p> <p>f. use precise language and domain-specific vocabulary to manage the complexity of the topic;</p> <p>g. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline of the writing; and</p> <p>h. provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;</p> <p>f. use precise language and domain-specific vocabulary to manage the complexity of the topic;</p> <p>g. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline of the writing; and</p> <p>h. provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>audience’s knowledge of the topic;</p> <p>e. use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;</p> <p>f. use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic;</p> <p>g. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline of the writing; and</p> <p>h. provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>audience’s knowledge of the topic;</p> <p>e. use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;</p> <p>f. use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; and</p> <p>g. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline of the writing; and</p> <p>h. provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
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**Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Same as Standard 3**

<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;</p> <p>b. engage and orient the reader</p>	<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;</p> <p>b. engage and orient the reader</p>	<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;</p> <p>b. engage and orient the reader</p>	<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;</p> <p>b. engage and orient the reader</p>
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<p>by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events;</p> <p>c. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters;</p> <p>d. use a variety of techniques to sequence events so that they build on one another to create a coherent whole;</p> <p>e. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and</p> <p>f. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</p> <p>E1-W-MCC-3.1 Incorporate narrative techniques to produce clear, cohesive writing as appropriate to purpose and topic.</p>	<p>by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events;</p> <p>c. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters;</p> <p>d. use a variety of techniques to sequence events so that they build on one another to create a coherent whole;</p> <p>e. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and</p> <p>f. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</p> <p>E2-W-MCC-3.1 Incorporate narrative techniques to produce clear, cohesive writing as appropriate to purpose and topic.</p>	<p>by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters;</p> <p>c. create a smooth progression of experiences or events;</p> <p>d. use the narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters;</p> <p>e. use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome;</p> <p>f. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and</p> <p>g. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>E3-W-MCC-3.1 Incorporate narrative techniques to produce clear, cohesive writing as appropriate to purpose and topic.</p>	<p>by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters;</p> <p>c. create a smooth progression of experiences or events;</p> <p>d. use the narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters;</p> <p>e. use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome;</p> <p>f. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and</p> <p>g. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>E4-W-MCC-3.1 Incorporate narrative techniques to produce clear, cohesive writing as appropriate to purpose and topic.</p>
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## Language (L)

**Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**Standard 1: Demonstrate command of the conventions of Standard American English grammar and usage when writing or speaking.**

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
<p>4.1 When writing:</p> <ul style="list-style-type: none"> <li>a. use parallel structure;</li> <li>b. identify and use gerunds, infinitives, and participles;</li> <li>c. identify and use active and passive verbs;</li> <li>d. explain and use indicative, imperative, subjunctive, conditional verb moods to communicate different messages; and</li> <li>e. use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing.</li> </ul> <p>E1-W-L-1.1 Identify and use verbals (gerunds, infinitives, and participles) in writing;</p> <p>E1-W-L-1.2 Identify and use active and passive tense verbs;</p> <p>E1-W-L-1.3 Explain and use verb mood (indicative, imperative, subjunctive, conditional) to communicate different messages; and</p> <p>E1-W-L-1.3 Use parallel structure to communicate similar ideas.</p>	<p>4.1 When writing:</p> <ul style="list-style-type: none"> <li>a. use parallel structure;</li> <li>b. use verb, noun, prepositional, and verbal phrases to communicate different meanings;</li> <li>c. Use independent, dependent, noun, relative, and adverbial phrases and clauses to convey shades of meaning and variety;</li> <li>d. Use parallel structures to communicate similar ideas; and</li> <li>e. Use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing.</li> </ul> <p>E2-W-L-1.1 Use all types of phrases (verb, noun, prepositional, verbal) to communicate different meanings.</p> <p>E2-W-L-1.2 Use all types of clauses (independent, dependent, noun, relative, adverbial) to convey shades of meaning and variety.</p>	<p>4.1 When writing:</p> <ul style="list-style-type: none"> <li>a. use verb, noun, prepositional, and verbal phrases to communicate different meanings;</li> <li>b. use independent, dependent, noun, relative, and adverbial phrases and clauses to convey shades of meaning and variety;</li> <li>c. demonstrate command of grammar and usage rules;</li> <li>d. apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; and</li> <li>e. resolve issues of complex or contested usage, consulting references as needed.</li> </ul> <p>E3-W-L-1.1 Use all types of phrases (verb, noun, prepositional, verbal) to communicate different meanings.</p> <p>E3-W-L-1.2 Use all types of clauses (independent, dependent, noun, relative, adverbial) to convey shades of meaning and variety.</p>	<p>4.1 When writing:</p> <ul style="list-style-type: none"> <li>a. apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; and</li> <li>b. resolve issues of complex or contested usage, consulting references as needed.</li> </ul> <p>E4-W-L-1.1 Demonstrate command and mastery of Standard American English grammar and usage rules.</p>

	E2-W-L-1.3 Use parallel structures to communicate similar ideas.	E3-W-L-1.3 Demonstrate command of grammar and usage rules.	
4.2 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Form and use frequently occurring irregular plural nouns.			
4.3 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Use reflexive pronouns.			
4.4 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Form and use the past tense of frequently occurring irregular verbs.			
4.5 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Use adjectives and adverbs and choose between them depending on what is to be modified.			
4.6 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Use frequently occurring positional and time and place prepositions.			
4.7 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Use frequently occurring conjunctions.			
4.8 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Produce, expand, and rearrange complete simple and compound sentences.			

**Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**Standard 2: Demonstrate command of the conventions of Standard American English capitalization, punctuation, and spelling when writing.**

5.1 Students are expected to build upon and continue applying previous learning. <b>Grade 5</b> Apply correct usage of capitalization in writing.			
5.2 Use: a. a semicolon or a conjunctive adverb to link two or more closely related independent clauses; b. a colon to introduce a list or quotation; and c. commas to separate adjacent, parallel structures. E1-W-L-2.1 Demonstrate command of the conventions of Standard American English capitalization, punctuation, and spelling when writing.	5.2 Use: a. a semicolon or a conjunctive adverb to link two or more closely related independent clauses; b. a colon to introduce a list or quotation; and c. commas to separate adjacent, parallel structures. E2-W-L-2.1 Demonstrate command of the conventions of Standard American English capitalization, punctuation, and	5.2 Use: a. semicolon, colon, and comma conventions; and b. hyphenation conventions. E3-W-L-2.1 Demonstrate command of the conventions of Standard American English capitalization, punctuation, and spelling when writing.	5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. E4-W-L-2.1 Demonstrate command of the conventions of Standard American English capitalization, punctuation, and spelling when writing.

E1-W-L-2.4 Spell correctly.	spelling when writing. E2-W-L-2.2 Spell correctly.		
5.3 Students are expected to build upon and continue applying previous learning. <b>Grade 3</b> Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.			
5.4 Students are expected to build upon and continue applying previous learning. <b>Grade 4</b> Use spelling patterns and generalizations.			
5.5 Students are expected to build upon and continue applying previous learning. <b>Grade 3</b> Consult print and multimedia resources to check and correct spellings.			

## **Range and Complexity (RC)**

**Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.**

**Standard 1: Write independently and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.**

6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences. Same as E1-W-RC-1.1	6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences. Same as E2-W-RC-1.2	6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences. Same as E3-W-RC-1.1	6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences. Same as E4-W-RC-1.1
6.2 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Print upper- and lower-case letters proportionally using appropriate handwriting techniques.			
6.3 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Write left to right leaving space between words.			
6.4 Demonstrate effective keyboarding skills. NEW	6.5 Demonstrate effective keyboarding skills. NEW	6.5 Demonstrate effective keyboarding skills. NEW	6.5 Demonstrate effective keyboarding skills. NEW
6.5 Students are expected to build upon and continue applying previous learning. <b>Grade 5</b> Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.			

# Communication (C)

## Expectations for Teaching and Learning

*Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.*

## Fundamentals of Communication

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other's ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

## Meaning and Context (MC)

**Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives. Same as Standard 1**

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; and develop logical interpretations of new findings. <b>NEW</b>	1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; and develop logical interpretations of new findings. <b>NEW</b>	1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings; and restate new interpretations. <b>NEW</b>	1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings; and restate new interpretations. <b>NEW</b>
1.2 Initiate and participate effectively in a range of	1.2 Initiate and participate effectively in a range of	1.2 Initiate and participate effectively in a range of	1.2 Initiate and participate effectively in a range of

<p>collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.</p> <p><b>E1-C-MC-1.2 Building on the ideas of others and expressing their own clearly and persuasively.</b></p>	<p>collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.</p> <p><b>E3-C-MC-1.3 Build on the ideas of others and expressing their own clearly and persuasively</b></p>	<p>collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.</p> <p><b>E3-C-MC-1.3 Build on the ideas of others and expressing their own clearly and persuasively</b></p>	<p>collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.</p> <p><b>Same as E4-C-MC-1.1. and E4-C-MC-1.3</b></p>
<p><b>1.4</b> Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.</p> <p><b>E1-C-MC-1.2 Evaluate and selectively applying critical review of peers and adults for improvement of communication.</b></p>	<p><b>1.4</b> Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.</p> <p><b>E3-C-MC-1.7 Evaluate and selectively applying critical review of peers and adults for improvement of communication.</b></p>	<p><b>1.3</b> Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.</p> <p><b>E3-C-MC-1.8 Evaluate and selectively applying critical review of peers and adults for improvement of communication.</b></p>	<p><b>1.3</b> Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.</p> <p><b>E4-C-MC-1.8 Evaluate and selectively applying critical review of peers and adults for improvement of communication.</b></p>
<p><b>1.4</b> Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings. <b>Same as E1-C-MC-1.2</b></p>	<p><b>1.4</b> Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings. <b>Same as E2-C-MC-1.7</b></p>	<p><b>1.4</b> Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings. <b>Same as E3-C-MC-1.7</b></p>	<p><b>1.4</b> Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings. <b>Same as E4-C-MC-1.7</b></p>
<p><b>1.5</b> Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.</p> <p><b>E1-C-MC-1.2 Synthesize areas of agreement and disagreement including justification for personal perspective.</b></p>	<p><b>1.6</b> Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.</p> <p><b>E3-C-MC-1.5 Synthesize areas of agreement and disagreement including justification for personal perspective, revising conclusions</b></p>	<p><b>1.5</b> Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.</p> <p><b>E3-C-MC-1.5 Synthesize areas of agreement and disagreement including justification for personal perspective, revising conclusions</b></p>	<p><b>1.6</b> Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.</p> <p><b>E4-C-MC-1.5 Synthesize areas of agreement and disagreement including justification for personal perspective, revising</b></p>

E1-C-MC-1.2 Revise conclusions using new evidence and reasoning presented.	using new evidence and reasoning presented.	using new evidence and reasoning presented.	conclusions using new evidence and reasoning presented.
1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives. E1-C-MC-1.2 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives with well-chosen and well-organized facts and details.	1.7 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives. E3-C-MC-1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives with well-chosen and well-organized facts and details.	1.7 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives using facts and details. E3-C-MC-1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives with well-chosen and well-organized facts and details.	1.7 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives using facts and details. E4-C-MC-1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives with well-chosen and well-organized facts and details.

**Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.**  
**Same as Standard 2**

2.1 Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task. E1-C-MC-2.2 Organize and effectively incorporate the introduction, transitions, body, and conclusions	2.1 Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task. E2-C-MC-2.2 Organize and effectively incorporate the introduction, transitions, body, and conclusions including	2.1 Present information and findings from multiple authoritative sources; assess the strengths and limitations of each source, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task. E3-C-MC-2.1 Organize and effectively incorporate the introduction, transitions, body, and conclusions including appropriate facts, original	2.1 Present information and findings from multiple authoritative sources; assess the strengths and limitations of each source, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task. E4-C-MC-2.1 Organize and effectively incorporate the introduction, transitions, body, and conclusions including appropriate facts,
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<p>including appropriate facts, original thinking, literary quotations, anecdotes, and/or references to authoritative sources based on topic, audience, occasion, and purpose.</p> <p>E1-C-MC-2.3 Articulate a perspective with clear reasoning and valid evidence.</p>	<p>appropriate facts, original thinking, literary quotations, anecdotes, and/or references to authoritative sources based on topic, audience, occasion, and purpose.</p> <p>E2-C-MC-2.3 Articulate a perspective with clear reasoning and valid evidence.</p>	<p>thinking, literary quotations, anecdotes, and/or references to authoritative sources based on topic, audience, occasion, and purpose.</p> <p>E3-C-MC-2.2 Articulate a perspective with clear reasoning and valid evidence.</p>	<p>original thinking, literary quotations, anecdotes, and/or references to authoritative sources based on topic, audience, occasion, and purpose.</p>
<p>2.2 Distinguish between credible and non-credible sources of information. NEW</p>	<p>2.2 Distinguish between credible and non-credible sources of information. NEW</p>	<p>2.2 Distinguish between credible and non-credible sources of information. NEW</p>	<p>2.2 Distinguish between credible and non-credible sources of information. NEW</p>
<p>2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. NEW</p>	<p>2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. NEW</p>	<p>2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. NEW</p>	<p>2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. NEW</p>
<p>2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate. NEW</p>	<p>2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate. NEW</p>	<p>2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate. NEW</p>	<p>2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate. NEW</p>

**Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.**

**Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and digital media to enrich understanding when presenting ideas and information.**

<p>3.1 Determine how context influences the mode of communication used by the presenter in a given situation.</p> <p>E1-C-MC-3.1 Recognize how context influences choice of communication strategies, and determine the</p>	<p>3.1 Analyze how context influences the mode of communication used by the presenter in a given situation.</p> <p>E2-C-MC-3.1 Recognize how communication context influences choice of communication strategies,</p>	<p>3.1 Analyze how context influences choice of communication, and employ the appropriate mode for presenting ideas in a given situation.</p> <p>E3-C-MC-3.1 Analyze how communication context</p>	<p>3.1 Analyze how context influences choice of communication, and employ the appropriate mode for presenting ideas in a given situation.</p> <p>E4-C-MC-3.1 Analyze how communication context</p>
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appropriate modes for presenting ideas in a given situation.	and determine the appropriate mode for presenting ideas in a given situation.	influences choice of communication strategies, and employ the appropriate mode for presenting ideas in a given situation.	influences choice of communication strategies, and employ the appropriate mode for presenting ideas in a given situation.
<p>3.2 Create engaging visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.</p> <p>E1-C-MC-3.1 Create engaging visual and/or digital presentations, strategically using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.</p>	<p>3.3 Create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.</p> <p>E2-C-MC-3.2 Create engaging visual and/or digital presentations strategically using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.</p>	<p>3.2 Construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.</p> <p>E3-C-MC-3.1 Construct engaging visual and/or digital presentations strategically using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.</p>	<p>3.3 Construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.</p> <p>E4-C-MC-3.2 Construct engaging visual and/or digital presentations strategically using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.</p>

### **Language, Craft, and Structure (LCS)**

**Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages. Same as Standard 1**

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
<p>4.1 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacies in reasoning or exaggerated or distorted evidence.</p> <p>E1-C-LCS-1.4 Explain how different mediums communicate similar ideas or events to a variety of audiences.</p> <p>E1-C-LCS-1.5 Explain stated and implied and/or literal and</p>	<p>4.2 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacies in reasoning or exaggerated or distorted evidence.</p> <p>E2-C-LCS-1.4 Explain how different mediums communicate similar ideas or events to a variety of audiences.</p> <p>E2-C-LCS-1.5 Explain stated and implied and/or literal and</p>	<p>4.1 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>NEW</p>	<p>4.1 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. E4-C-LCS-1.4 Evaluate stated and implied and/or literal and figurative meanings of a message.</p>

<b>figurative meanings of a message.</b>	<b>figurative meanings of a message.</b>		
4.2 Determine if the speaker develops well-organized messages that use logical, emotional, and ethical appeals. <b>Same as E1-C-LCS-1.1</b>	4.2 Determine if the speaker develops well-organized messages that use logical, emotional, and ethical appeals. <b>Same as E2-C-LCS-1.1.</b>	4.2 Analyze the speaker’s delivery of messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details. <b>Same as E3-C-LCS-1.1</b>	4.2 Evaluate the speaker’s delivery of messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details. <b>Same as E4-C-LCS-1.1</b>
4.3 Analyze the speaker’s use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience. <b>Same as E1-C-LCS-1.3</b>	4.3 Analyze the speaker’s use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience. <b>E2-C-LCS-1.3 Analyze the speaker’s use of effective repetition, rhetorical questions, and delivery style to convey the message and impact the audience.</b>	4.3 Evaluate the effectiveness of the speaker’s use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience. <b>E1-C-LCS-1.4 Analyze stated and implied and/or literal and figurative meanings of a message.</b>	4.4 Evaluate the effectiveness of the speaker’s use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience. <b>E4-C-LCS-1.4 Evaluate stated and implied and/or literal and figurative meanings of a message.</b>

**Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.**

**Standard 2: Incorporate craft techniques to stylistically and structurally engage and impact audience and convey messages.**

5.1 Remain conscious of the audience and anticipate possible misconceptions or objections. <b>Same as E1-C-LCS-2.1</b>	5.1 Remain conscious of the audience and anticipate possible misconceptions or objections. <b>Same as E2-C-LCS-2.1</b>	5.1 Give extemporaneous and planned presentations that are engaging and well-crafted. <b>Same as E3-C-LCS-2.1</b>	5.1 Give extemporaneous and planned presentations that are engaging and well-crafted. <b>Same as E4-C-LCS-2.1</b>
5.2 Employ effective repetition, rhetorical questions, and delivery style to convey message to impact the audience. <b>E1-C-LCS-2.2 Employ effective repetition, rhetorical</b>	5.2 Employ effective repetition, rhetorical questions, and delivery style to convey message to impact the audience. <b>E2-C-LCS-2.2 Employ effective repetition, rhetorical</b>	5.2 Deliver messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details. <b>Same as</b>	5.2 Deliver messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details. <b>Same as E4-C-LCS-2.2</b>

questions, and delivery style to convey message impact on the audience.	questions, and delivery style to convey message impact on the audience.	E3-C-LCS-2.2	
5.3 Develop messages that use logical, emotional, and ethical appeals. Same as E1-C-LCS-2.3	5.3 Develop messages that use logical, emotional, and ethical appeals. Same as E2-C-LCS-2.3	5.3 Develop messages that use logical, emotional, and ethical appeals. NEW	5.3 Develop messages that use logical, emotional, and ethical appeals. NEW

# Disciplinary Literacy (DL)

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Reading, writing, communicating, thinking critically, and performing in meaningful, relevant ways within and across disciplines are essential practices for accessing and deeply understanding content. Immersion in the language and thinking processes valued by each discipline guides students to develop and cultivate a deeper understanding of particular disciplines.

College- and career-ready students must be able to expertly navigate curriculum, paying close attention to practices unique to a particular discipline. Disciplinary Literacy works in concert with Inquiry-Based Literacy Standards to prepare students for the demands of the 21<sup>st</sup> century. These practices also offer opportunities for students to demonstrate their understanding of the content in traditional and non-traditional ways.

*The South Carolina College- and Career-Ready Standards for English Language Arts 2015* include the Disciplinary Literacy practices listed below:

- **Read, write, and communicate using knowledge of a particular discipline.**
- **Integrate the Reading, Writing, and Communication Standards and the Inquiry-Based Literacy Standards to communicate and create understanding within content areas.**
- **Extend and deepen understanding of content through purposeful, authentic, real-world tasks to show understanding and integration of content within and across disciplines.**

The following table outlines revisions requested by members of the EOC’s ELA Standards Evaluation Team, either working together or alongside the joint evaluation/writing team, which were incorporated into the draft ELA standards receiving first-reading approval from the SC State Board of Education on January 21, 2015. Staff from the SCDE assisted in providing guidance on how specific concerns were addressed within the standards.

<b>Organizational/Overall Structure</b>	
<b>K-12</b>	
<b>Recommendation</b>	<b>How recommendation is addressed in current draft</b>
Standards document is too lengthy, totaling 215 pages.	New draft is 107 pages, simple and understandable.
Need to increase rigor in standards and indicators	Increase in rigor of standards and indicators incorporated into new draft.
Inquiry-Based Literacy Practices should be included as standards.	The Inquiry-Based Literacy Practices are now Inquiry- Based Literacy Standards and are the first strand for each grade band.
Information needs to be included in the standards to better address articulation across grade levels	Yellow/Gray boxes are included before each grade band for this purpose.
Organization of standards is confusing and needs explanation	A graphic representation addressing organization was included in the standards. The previous narrative has been deleted.
Disciplinary Literacy Practices and expectations for use need to be included.	An explanation of Disciplinary Literacy and its connection to the other standards follows Communication in each grade band.
References to indicators in earlier and later grades need to be referred to in grade bands.	This has been included throughout the document. When indicators do not begin until later grades, that information has also been included.  For all statements that students are expected to build upon, the indicator on the first grade of the grade band is included for reference.
Numbers in each strand should be revised to reflect the total number of standards instead of restarting the numbering at each key idea current = RL.MC.1.1 to RL.RC.1.1 Proposed change = RL.1.1 to RL10.1	The numbering of the standards is now consecutive within each strand.
Organization of Foundations and Fundamentals of Reading is confusing.	Foundations have been renamed “Principles of Reading” and are included as standards 1-4 in Literary and Information Text in

	each grade band. The fundamentals are included in a pink box for each strand and grade band.
Add Profile of the Graduate to standards	Current draft includes Portrait of the Graduate; SCDE to edit to include Profile.

<b>Specific Standards/Indicators Concerns</b>	
<b>K-5</b>	
<p><u>Foundations</u> 2.2 ( check progression between K/1) 3.2 How can they apply knowledge of long/short vowels if they don't know sounds? (Kindergarten)</p> <p><u>Writing</u> Check standard 2 ( range of complexity) Grade 2</p> <p><u>Communication</u> Standard 1.1 Add Storytelling to Kindergarten</p>	All recommendations have been addressed.
<b>6-8</b>	
<p>Add the following from writing standard 8 to standards 1-3: (Some current bullets that are repetitive may need to be delete and lack of standards addressing research and plagiarism was noted.)</p> <ul style="list-style-type: none"> <li>○ Gather relevant information from multiple print and digital sources;</li> <li>○ Assess the credibility of each source</li> <li>○ Quote or paraphrase the data and conclusions of others while avoiding plagiarism</li> <li>○ Provide basic bibliographic information for sources.</li> </ul>	These recommendations have been incorporated into the Meaning, Craft, and Context Key Idea indicators in the writing strand and in the Meaning and Context Key Idea indicators for the communication strand, K-12.
<b>High School</b>	
Need to incorporate standards addressing the citing sources- academic integrity – important that they know that they need to document sources but that they know plagiarism should be	These recommendations have been incorporated into the “Meaning, Craft, and Context” Key Idea indicators in the writing strand and in the “Meaning and Context” Key Idea indicators for

addressed.	the communication strand, K-12.
<b>Reading Literary</b>	
RL.MC.1.1 – Use the language of currently adopted RL.1 here. “in order to articulate” is wordy	Recommendation has been addressed. See RL.MC.5.1.
Eng 3 – RL.MC.3.1 – Investigate, why was this term used? Can you assess investigate? Can we use a different verb?	Recommendation has been addressed. See RL.MC.7.1.
RL.LCS.4.2 – “reading like a writer” will a 1 <sup>st</sup> year teacher know how to address this standard well? Not clear. Overlaps with the fundamentals of reading. Need to clear up the language to show need for students to analyze author’s craft.	Recommendation has been addressed. See RL.LCS 12.2.
<b>Reading Informational</b>	
Eng 3 & 4 RI.MC.2.1 - insert “of the topic” after complex analysis	Recommendation has been addressed. See E3 and E4 RI.MC.6.1
Eng 1 – 4 RI.MC.3.1 – insert “the reader’s understanding of” after the word impacts	Recommendation has been addressed. See E1-E4 RI.MC.7.1.
RI.LCS.2.4 –gray box in 6 <sup>th</sup> – 8 <sup>th</sup> but not in HS or elementary; can we repeat the wording from 5 <sup>th</sup> in 6 <sup>th</sup> – 8 <sup>th</sup> if it doesn’t change to keep consistency? Same problem with 8 <sup>th</sup> grade in RI.LCS.2.5	Recommendation has been addressed. See RI.LCS.9.4.
RI.LCS.1.2 – replace compare and contrast with analyze in English 4	Recommendation has been addressed. See RI.LCS.8.2
Eng 3 & 4 RI.LCS.2.4 – “Use and evaluate” instead of “use and distinguish”? assessment of validity?	Recommendation has been addressed. See E3 and E4 RI.LCS.9.4.

<b>Writing</b>	
Add use relevant evidence from accurate, verifiable sources in W.MC.1.1 & W.MC.2.1 in English 1 – 4	This recommendation has been addressed. See E1-E4 W.MC.
W.MC.1.1 & 1.2 – add “use a standard method of documentation when appropriate while avoiding plagiarism” in grades 6 <sup>th</sup> – Eng 4	This recommendation has been addressed.
add “clauses” to W.1.1c in Eng 2 – 3.	This recommendation has been addressed.
<b>Communication</b>	
C.MC.1.5 indicator is in K-2 <sup>nd</sup> and 6 <sup>th</sup> – Eng 4 but not in 3 <sup>rd</sup> – 5 <sup>th</sup>	This recommendation has been addressed.

### Other Considerations

The tables below show how compromise was reached regarding the language for these two issues:

#### “Standard American English”

SC 2015 Original	CCSS Language	EOC Suggestion	2015 Final
Demonstrate command of the conventions of Standard American English grammar and usage.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	“...standard conventions of American English writing and grammar.”	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

#### “Appropriate Eye Contact”

SC 2015 Original	CCSS Language	EOC Suggestion	2015 Final
Practice techniques of volume, appropriate eye contact, facial expressions, and posture.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate	Practice techniques of volume and tone as well as non-verbal strategies such as facial expressions, eye contact, and	Practice verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.

	main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	posture.	
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## Sourced Documents

*South Carolina College- and Career-Ready Standards for ELA (2015)*

<http://www.eoc.sc.gov/Home/Standards%202015/SLA-01-SC-CCR-ELA-Attach-01-15.pdf>

*South Carolina College- and Career-Ready Standards for Mathematics (2015)*

<http://www.ed.sc.gov/scde-grant-opportunities/documents/MathStandards-2015DRAFT.pdf>

*South Carolina College- and Career-Ready Standards for ELA – first draft received October 2014*

Accessed on local drive

*South Carolina College- and Career-Ready Standards for Mathematics – first draft received October 2014*

Accessed on local drive

**EDUCATION OVERSIGHT COMMITTEE**

**Subcommittee: Academic Standards Assessment Subcommittee**

**Date: March 2, 2015**

**PURPOSE/AUTHORITY**

“Section 59 18 350. (A) The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. At a minimum, each academic area should be reviewed and updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee and the State Board of Education for consideration. The previous content standards shall remain in effect until the recommended revisions are adopted pursuant to Section 59 18 355. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, shall examine the standards and assessment system to determine rigor and relevancy.

(B) For the purpose of developing new college and career readiness English/language arts and mathematics state content standards, a cyclical review must be performed pursuant to subsection (A) for English/language arts and mathematics state content standards not developed by the South Carolina Department of Education. The review must begin on or before January 1, 2015, and the new college and career readiness state content standards must be implemented for the 2015 2016 school year.

**CRITICAL FACTS**

**TIMELINE/REVIEW PROCESS**

See attached timeline

**ECONOMIC IMPACT FOR EOC**

**Cost:**

**Fund/Source:**

**ACTION REQUEST**

For approval

For information

Approved

**ACTION TAKEN**

Amended

Not Approved

Action deferred (explain)



## South Carolina Academic Standards for English/Language Arts and Mathematics Review Timeline

Date	Description of Activity
July 10, 2014	Notified Governor and General Assembly of initiation of cyclical review per Act 200. Asked for nominations of individuals to serve on panels to review current standards
July 11, 2014	Launched website for Academic Standards Review Survey (link sent to district superintendents, PIOs, media outlets, ETV, higher education and business contacts)
July 2014	Solicited recommendations for EOC Academic Standards Review Panels from district superintendents, instructional leaders, business/community leaders, higher education contacts, EOC members, State Board members, and TransformSC leadership
August 2014	Selected and notified Academic Standards Review Panel members for EOC
September 30, 2014	Academic Standards Review Survey website closed
October 2, 2014 October 28, 2014 November 6, 2014 November 12, 2014 November 24, 2014	ELA and Math Academic Standards Review Panels reviewed draft standards submitted by SCDE Writing Panels evaluating them for comprehensiveness, rigor, and organization/communication. Resources used during evaluation included current state standards, results of statewide survey of current standards, quality standards from other states, as well as other resources.
December 1, 2014	EOC Evaluation Teams presented standards review and survey results to EOC Academic Standards and Assessments Subcommittee
December 15, 2014	EOC Evaluation Teams presented standards review to full EOC; report and recommendations transmitted to SCDE
January 6, 2015	Representatives from ELA EOC Evaluation Panel and SCDE ELA Writing Team met to revise draft of ELA standards
January 7, 2015 January 13, 2015	Representatives from Math Evaluation Panel and SCDE Math Writing Team met to revise draft of Math standards
January 21, 2015	State Board of Education gave first reading approval to new ELA standards.
February 11, 2015	State Board of Education gave first reading approval to new math standards.
February 12, 2015	CHE Advisory Committee on Academic Programs to receive standards from SCDE. Group to determine college- and career-readiness of standards
March 2, 2015	ASA to meet to consider approval of new ELA and Math standards and addenda
March 9, 2015	EOC to meet to consider approval of new ELA and Math standards and addenda
March 11, 2015	Anticipated State Board of Education second reading consideration of new standards

# **South Carolina College- and Career-Ready Standards for Mathematics**



**South Carolina  
Department of Education  
Columbia, South Carolina  
2015**

**State Board of Education Approved – First Reading on February 11, 2015**

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## Acknowledgments

South Carolina owes a debt of gratitude to the following individuals and groups for their assistance in the development of new, high-quality, South Carolina College- and Career-Ready Standards for Mathematics.

- *South Carolina College- and Career-Ready Standards for Mathematics* was collaboratively written by a team of South Carolina classroom teachers, instructional coaches, district leaders, higher education faculty, and educators who specialize in English Language Learners, special education, career and technology education, and assessment.
- *South Carolina College- and Career-Ready Standards for Mathematics* was developed under and supported by the leadership of numerous South Carolina Department of Education staff and offices from across the agency.
- *South Carolina College- and Career-Ready Standards for Mathematics* was reviewed by the public, the Education Oversight Committee's review panel that included educators, parents, business and community members, and higher education faculty, and a task force appointed by the South Carolina Department of Education that included educators, parents, business and community members, and higher education faculty. All feedback given by these individuals and groups was considered during the revisions phase of the development process.

## Explanation of Purpose and Process

### Purpose

*South Carolina College- and Career-Ready Standards for Mathematics* was written in response to Act 200, ratified on June 6, 2014, which required the South Carolina Department of Education to facilitate the process of developing new, high-quality, college- and career-ready standards for English Language Arts and mathematics. The mathematics standards development process was designed to develop clear, rigorous, and coherent standards for mathematics that will prepare students for success in their intended career paths that will either lead directly to the workforce or further education in post-secondary institutions.

### Process

*South Carolina College- and Career-Ready Standards for Mathematics* was collaboratively written by a team of South Carolina classroom teachers, instructional coaches, district leaders, higher education faculty, and educators who specialize in English Language Learners, special education, career and technology education, and assessment who were selected through an application and rubric process by the South Carolina Department of Education. The South Carolina Department of Education's mathematics writing team began the development process by reviewing a number of resources and conceptualizing what students who graduate from South Carolina's public education system should demonstrate. The resultant *South Carolina Portrait of a College- and Career-Ready Mathematics Student* is located on page 10 and parallels the characteristics of the *Profile of the South Carolina Graduate*, which is located on page 9 and detailed on page 5. Both of these documents served as the foundation and compass that guided the mathematics writing team's determination of the components of *South Carolina College- and Career-Ready Standards for Mathematics*.

The draft of *South Carolina College- and Career-Ready Standards for Mathematics* was posted online via the South Carolina Department of Education's website for public review on November 5, 2014. The public was invited to provide feedback via an online survey until November 30, 2014. Over 1,600 public review surveys were submitted with feedback regarding the draft standards. Simultaneously, the South Carolina Department of Education convened a task force of educators, parents, business and community leaders, and higher education faculty that provided written feedback of the draft standards. The South Carolina Education Oversight Committee also convened a review panel of educators, parents, business and community members, and higher education faculty to review the draft standards. The South Carolina Education Oversight Committee's review panel submitted a report that included recommendations for revisions to the draft standards to the South Carolina Department of Education.

The standards development process continued as the comments from the online public review survey, the South Carolina Department of Education's task force, and the South Carolina Education Oversight Committee's review panel were compiled, reviewed, and implemented by the mathematics writing team to make revisions to the draft standards. Multiple joint meetings with representatives from the South Carolina Department of Education's mathematics writing team, the South Carolina Education Oversight Committee's review panel, higher education, the business community, and the State Board of Education were held to further discuss the implementation of all feedback. Additional revisions were made to the draft document as a result of these meetings.

# South Carolina College- and Career-Ready Standards for Mathematics

## K – 12 Overview

*South Carolina College- and Career-Ready Standards for Mathematics* contains South Carolina College- and Career-Ready (SCCCR) Content Standards for Mathematics that represent a balance of conceptual and procedural knowledge and specify the mathematics that students will master in each grade level and high school course. *South Carolina College- and Career-Ready Standards for Mathematics* also contains SCCCR Graduation Standards, a subset of the SCCCR Content Standards for Mathematics that specify the mathematics high school students should know and be able to do in order to be both college- and career-ready. The SCCCR Graduation Standards are supported and extended by the SCCCR Content Standards for Mathematics. The course sequences students follow in high school should be aligned with their intended career paths that will either lead directly to the workforce or further education in post-secondary institutions. Selected course sequences will provide students with the opportunity to learn all SCCCR Graduation Standards as appropriate for their intended career paths. Additionally, *South Carolina College- and Career-Ready Standards for Mathematics* contains SCCCR Mathematical Process Standards, which describe the ways in which students will individually and collaboratively engage with the mathematics in the content standards. Therefore, instruction in each grade level and course must be based on both the SCCCR Content Standards for Mathematics and the SCCCR Mathematical Process Standards.

The content standards and the process standards work together to enable all students to develop the world class knowledge, skills, and life and career characteristics identified in the *Profile of the South Carolina Graduate*. In *South Carolina College- and Career-Ready Standards for Mathematics*, the needed world class mathematical

- knowledge is supported by the rigorous K – 12 grade level and course content standards,
- skills are identified in the SCCCR Mathematical Process Standards, and
- life and career characteristics are identified in the *South Carolina Portrait of a College- and Career-Ready Mathematics Student*.

In order to ensure students are college- and career-ready, all curricular decisions made by districts, schools, and teachers should be based on the needs of students, the SCCCR Content Standards for Mathematics, and the SCCCR Mathematical Process Standards. Since manipulatives and technology are integral to the development of mathematical understanding in all grade levels and courses, curriculum should support, and instructional approaches should include, the use of a variety of concrete materials and technological tools in order to help students explore connections, make conjectures, formulate generalizations, draw conclusions, and discover new mathematical ideas

### Format

Each grade level and course is divided into Key Concepts that organize the content into broad categories of related standards. Neither the order of Key Concepts nor the order of individual standards within a Key Concept is intended to prescribe an instructional sequence. Each Key Concept contains standards that define what students will understand and be able to do. Some standards are supported by lettered standards. For a comprehensive understanding, educators should always refer to the overarching standards as they are relative to the lettered standards. Standards are coded using the methods below.

In grades K – 8:

- GradeLevel.KeyConcept.StandardNumber (e.g., K.NS.1) or, if applicable,
- GradeLevel.KeyConcept.StandardNumberStandardLetter (e.g., K.NS.4a)

In courses:

- CourseName.KeyConcept.StandardNumber (e.g., A1.AREI.1) or, if applicable,
- CourseName.KeyConcept.StandardNumberStandardLetter (e.g., A1.AREI.6a)

As used in the SCCCR Content Standards for Mathematics and the SCCCR Mathematical Process Standards, the following terms are defined to mean:

- *Including* references content that must be mastered, while *e.g.* references possible illustrative examples. The phrase *i.e.* references the only examples or terms that should be used.
- *Fluently* and *fluency* describe a student's ability to compute with accuracy, flexibility, and efficiency (Kilpatrick, Swafford, & Findell, 2001).
- *Real-world* refers to authentic contexts through which students engage in mathematics and should serve as a stepping-stone for thinking about important mathematical concepts.

## South Carolina College- and Career-Ready Mathematical Process Standards

The South Carolina College- and Career-Ready (SCCCR) Mathematical Process Standards demonstrate the ways in which students develop conceptual understanding of mathematical content and apply mathematical skills. As a result, the SCCCR Mathematical Process Standards should be integrated within the SCCCR Standards for Mathematics for each grade level and course. Since the process standards drive the pedagogical component of teaching and serve as the means by which students should demonstrate understanding of the content standards, the process standards must be incorporated as an integral part of overall student expectations when assessing content understanding.

Students who are college- and career-ready take a productive and confident approach to mathematics. They are able to recognize that mathematics is achievable, sensible, useful, doable, and worthwhile. They also perceive themselves as effective learners and practitioners of mathematics and understand that a consistent effort in learning mathematics is beneficial.

The Program for International Student Assessment defines mathematical literacy as “an individual’s capacity to formulate, employ, and interpret mathematics in a variety of contexts. It includes reasoning mathematically and using mathematical concepts, procedures, facts, and tools to describe, explain, and predict phenomena. It assists individuals to recognize the role that mathematics plays in the world and to make the well-founded judgments and decisions needed by constructive, engaged and reflective citizens” (Organization for Economic Cooperation and Development, 2012).

A mathematically literate student can:

### **1. Make sense of problems and persevere in solving them.**

- a. Relate a problem to prior knowledge.
- b. Recognize there may be multiple entry points to a problem and more than one path to a solution.
- c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.
- d. Evaluate the success of an approach to solve a problem and refine it if necessary.

### **2. Reason both contextually and abstractly.**

- a. Make sense of quantities and their relationships in mathematical and real-world situations.
- b. Describe a given situation using multiple mathematical representations.
- c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.
- d. Connect the meaning of mathematical operations to the context of a given situation.

### **3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.**

- a. Construct and justify a solution to a problem.
- b. Compare and discuss the validity of various reasoning strategies.
- c. Make conjectures and explore their validity.
- d. Reflect on and provide thoughtful responses to the reasoning of others.

- 4. Connect mathematical ideas and real-world situations through modeling.**
- Identify relevant quantities and develop a model to describe their relationships.
  - Interpret mathematical models in the context of the situation.
  - Make assumptions and estimates to simplify complicated situations.
  - Evaluate the reasonableness of a model and refine if necessary.
- 5. Use a variety of mathematical tools effectively and strategically.**
- Select and use appropriate tools when solving a mathematical problem.
  - Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.
- 6. Communicate mathematically and approach mathematical situations with precision.**
- Express numerical answers with the degree of precision appropriate for the context of a situation.
  - Represent numbers in an appropriate form according to the context of the situation.
  - Use appropriate and precise mathematical language.
  - Use appropriate units, scales, and labels.
- 7. Identify and utilize structure and patterns.**
- Recognize complex mathematical objects as being composed of more than one simple object.
  - Recognize mathematical repetition in order to make generalizations.
  - Look for structures to interpret meaning and develop solution strategies.

## Profile of the South Carolina Graduate



### World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

### World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

### Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

Approved by SCASA Superintendent's Roundtable and SC Chamber of Commerce.



## South Carolina Portrait of a College- and Career-Ready Mathematics Student

A South Carolina student who is college- and career-ready in mathematics will demonstrate:

- **Academic Success and Employability:** Student demonstrates strong conceptual knowledge and strategically applies appropriate academic and technical skills and tools to model and solve problems.
- **Interdependent Thinking and Collaborative Spirit:** Student collaborates effectively with others and respectfully critiques varied perspectives.
- **Intellectual Integrity and Curiosity:** Student researches by appropriately collecting, assimilating, and synthesizing data and information, cites relevant sources, and verifies with evidence. Student investigates mathematical situations in order to develop and test conjectures.
- **Logical Reasoning:** Student analyzes and evaluates evidence in a comprehensive and discerning manner and forms conclusions based on evidence using logic and reason.
- **Self-Reliance and Autonomy:** Student demonstrates qualities of an innovative, creative and independent learner and contributor to society, including goal setting, self-monitoring and regulation, constructive interactions with others, time management, and tenacity.
- **Effective Communication:** Student communicates appropriately, fluently, and with precision in a variety of written and oral modes, including appropriate technologies, based on audience, task, purpose, and discipline.

## South Carolina College- and Career-Ready Standards for Mathematics Overview for Grades K – 5

The South Carolina College- and Career-Ready (SCCCR) Content Standards for Mathematics for grades K – 5 are divided into Key Concepts that organize the content into broad categories of related standards. Neither the order of Key Concepts nor the order of individual standards within a Key Concept is intended to prescribe an instructional sequence. The standards should serve as the basis for development of curriculum, instruction, and assessment.

Innovative Key Concepts in the SCCCR Content Standards for Mathematics for grades K – 5 that have been included with the other commonly known strands or Key Concepts of mathematics are *Number Sense* and *Number Sense and Base Ten*. Research shows that while some students intuitively acquire certain counting principles and number relationships and are thus successful in mathematics, others struggle. To emphasize the importance of number development, and to ensure that all students develop the sense of numeracy that is necessary for mastery of basic facts and the later application to operations, the Key Concept of *Number Sense* is included as a foundational part of the SCCCR Content Standards for Mathematics. Once students have developed a sense of numeracy, the standards in the Key Concept of *Number Sense and Base Ten* are designed to expand student understanding to comparative size and place value relationships.

The tables below show the progression of the broad Key Concepts across the primary grades K – 2 and the upper elementary grades 3 – 5. The progression can also be traced across those two groupings for a K – 5 view.

### Key Concepts by Grade Band

Kindergarten	Grade 1	Grade 2
Number Sense		
Number Sense and Base Ten	Number Sense and Base Ten	Number Sense and Base Ten
Algebraic Thinking and Operations	Algebraic Thinking and Operations	Algebraic Thinking and Operations
Geometry	Geometry	Geometry
Measurement and Data Analysis	Measurement and Data Analysis	Measurement and Data Analysis

Grade 3	Grade 4	Grade 5
Number Sense and Base Ten	Number Sense and Base Ten	Number Sense and Base Ten
Number Sense – Fractions	Number Sense and Operations – Fractions	Number Sense and Operations – Fractions
Algebraic Thinking and Operations	Algebraic Thinking and Operations	Algebraic Thinking and Operations
Geometry	Geometry	Geometry
Measurement and Data Analysis	Measurement and Data Analysis	Measurement and Data Analysis

# **Kindergarten**

## **South Carolina College- and Career-Ready Mathematical Process Standards**

The South Carolina College- and Career-Ready (SCCCR) Mathematical Process Standards demonstrate the ways in which students develop conceptual understanding of mathematical content and apply mathematical skills. As a result, the SCCCR Mathematical Process Standards should be integrated within the SCCCR Content Standards for Mathematics for each grade level and course. Since the process standards drive the pedagogical component of teaching and serve as the means by which students should demonstrate understanding of the content standards, the process standards must be incorporated as an integral part of overall student expectations when assessing content understanding.

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A mathematically literate student can:

### **1. Make sense of problems and persevere in solving them.**

- a. Relate a problem to prior knowledge.
- b. Recognize there may be multiple entry points to a problem and more than one path to a solution.
- c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.
- d. Evaluate the success of an approach to solve a problem and refine it if necessary.

### **2. Reason both contextually and abstractly.**

- a. Make sense of quantities and their relationships in mathematical and real-world situations.
- b. Describe a given situation using multiple mathematical representations.
- c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.
- d. Connect the meaning of mathematical operations to the context of a given situation.

- 3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.**
  - a. Construct and justify a solution to a problem.
  - b. Compare and discuss the validity of various reasoning strategies.
  - c. Make conjectures and explore their validity.
  - d. Reflect on and provide thoughtful responses to the reasoning of others.
  
- 4. Connect mathematical ideas and real-world situations through modeling.**
  - a. Identify relevant quantities and develop a model to describe their relationships.
  - b. Interpret mathematical models in the context of the situation.
  - c. Make assumptions and estimates to simplify complicated situations.
  - d. Evaluate the reasonableness of a model and refine if necessary.
  
- 5. Use a variety of mathematical tools effectively and strategically.**
  - a. Select and use appropriate tools when solving a mathematical problem.
  - b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.
  
- 6. Communicate mathematically and approach mathematical situations with precision.**
  - a. Express numerical answers with the degree of precision appropriate for the context of a situation.
  - b. Represent numbers in an appropriate form according to the context of the situation.
  - c. Use appropriate and precise mathematical language.
  - d. Use appropriate units, scales, and labels.
  
- 7. Identify and utilize structure and patterns.**
  - a. Recognize complex mathematical objects as being composed of more than one simple object.
  - b. Recognize mathematical repetition in order to make generalizations.
  - c. Look for structures to interpret meaning and develop solution strategies.

## Kindergarten

Key Concepts	Standards
<b>Number Sense</b>	<b>The student will:</b>
	K.NS.1 Count forward by ones and tens to 100.
	K.NS.2 Count forward by ones beginning from any number less than 100.
	K.NS.3 Read numbers from 0 – 20 and represent a number of objects 0 – 20 with a written numeral.
	K.NS.4 Understand the relationship between number and quantity. Connect counting to cardinality by demonstrating an understanding that: <ul style="list-style-type: none"> <li>a. the last number said tells the number of objects in the set (cardinality);</li> <li>b. the number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number);</li> <li>c. each successive number name refers to a quantity that is one more and each previous number name refers to a quantity that is one less.</li> </ul>
	K.NS.5 Count a given number of objects from 1 – 20 and connect this sequence in a one-to-one manner.
	K.NS.6 Recognize a quantity of up to ten objects in an organized arrangement (subitizing).
	K.NS.7 Determine whether the number of up to ten objects in one group is more than, less than, or equal to the number of up to ten objects in another group using matching and counting strategies.
	K.NS.8 Compare two written numerals up to 10 using <i>more than</i> , <i>less than</i> or <i>equal to</i> .
	K.NS.9 Identify first through fifth and last positions in a line of objects.
<b>Number Sense and Base Ten</b>	<b>The student will:</b>
	K.NSBT.1 Compose and decompose numbers from 11 – 19 separating ten ones from the remaining ones using objects and drawings.
<b>Algebraic Thinking and Operations</b>	<b>The student will:</b>
	K.ATO.1 Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, and equations.
	K.ATO.2 Solve real-world/story problems using objects and drawings to find sums up to 10 and differences within 10.
	K.ATO.3 Compose and decompose numbers up to 10 using objects, drawings, and equations.
	K.ATO.4 Create a sum of 10 using objects and drawings when given one of two addends 1 – 9.
	K.ATO.5 Add and subtract fluently within 5.
	K.ATO.6 Describe simple repeating patterns using AB, AAB, ABB, and ABC type patterns.

<b>Geometry</b>	<b>The student will:</b>
	K.G.1 Describe positions of objects by appropriately using terms, including <i>below</i> , <i>above</i> , <i>beside</i> , <i>between</i> , <i>inside</i> , <i>outside</i> , <i>in front of</i> , or <i>behind</i> .
	K.G.2 Identify and describe a given shape and shapes of objects in everyday situations to include two-dimensional shapes (i.e., triangle, square, rectangle, hexagon, and circle) and three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).
	K.G.3 Classify shapes as two-dimensional/flat or three-dimensional/solid and explain the reasoning used.
	K.G.4 Analyze and compare two- and three-dimensional shapes of different sizes and orientations using informal language.
K.G.5 Draw two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, and circle) and create models of three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).	
<b>Measurement and Data Analysis</b>	<b>The student will:</b>
	K.MDA.1 Identify measureable attributes (length, weight) of an object.
	K.MDA.2 Compare objects using words such as <i>shorter/longer</i> , <i>shorter/taller</i> , and <i>lighter/heavier</i> .
	K.MDA.3 Sort and classify data into 2 or 3 categories with data not to exceed 20 items in each category.
	K.MDA.4 Represent data using object and picture graphs and draw conclusions from the graphs.

# Grade 1

## **South Carolina College- and Career-Ready Mathematical Process Standards**

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A mathematically literate student can:

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- d. Evaluate the success of an approach to solve a problem and refine it if necessary.

### **2. Reason both contextually and abstractly.**

- a. Make sense of quantities and their relationships in mathematical and real-world situations.
- b. Describe a given situation using multiple mathematical representations.
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  - a. Construct and justify a solution to a problem.
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  - a. Identify relevant quantities and develop a model to describe their relationships.
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- 5. Use a variety of mathematical tools effectively and strategically.**
  - a. Select and use appropriate tools when solving a mathematical problem.
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  - a. Express numerical answers with the degree of precision appropriate for the context of a situation.
  - b. Represent numbers in an appropriate form according to the context of the situation.
  - c. Use appropriate and precise mathematical language.
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- 7. Identify and utilize structure and patterns.**
  - a. Recognize complex mathematical objects as being composed of more than one simple object.
  - b. Recognize mathematical repetition in order to make generalizations.
  - c. Look for structures to interpret meaning and develop solution strategies.

# Grade 1

Key Concepts	Standards
<b>Number Sense and Base Ten</b>	<p><b>The student will:</b></p> <p>1.NSBT.1 Extend the number sequence to:</p> <ol style="list-style-type: none"> <li>a. count forward by ones to 120 starting at any number;</li> <li>b. count by fives and tens to 100, starting at any number;</li> <li>c. read, write and represent numbers to 100 using concrete models, standard form, and equations in expanded form;</li> <li>d. read and write in word form numbers zero through nineteen, and multiples of ten through ninety.</li> </ol>
	<p>1.NSBT.2 Understand place value through 99 by demonstrating that:</p> <ol style="list-style-type: none"> <li>a. ten ones can be thought of as a bundle (group) called a “ten”;</li> <li>b. the tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones;</li> <li>c. two-digit numbers can be decomposed in a variety of ways (e.g., 52 can be decomposed as 5 tens and 2 ones or 4 tens and 12 ones, etc.) and record the decomposition as an equation.</li> </ol>
	<p>1.NSBT.3 Compare two two-digit numbers based on the meanings of the tens and ones digits, using the words <i>greater than</i>, <i>equal to</i>, or <i>less than</i>.</p>
	<p>1.NSBT.4 Add through 99 using concrete models, drawings, and strategies based on place value to:</p> <ol style="list-style-type: none"> <li>a. add a two-digit number and a one-digit number, understanding that sometimes it is necessary to compose a ten (regroup);</li> <li>b. add a two-digit number and a multiple of 10.</li> </ol>
	<p>1.NSBT.5 Determine the number that is 10 more or 10 less than a given number through 99 and explain the reasoning verbally and with multiple representations, including concrete models.</p>
	<p>1.NSBT.6 Subtract a multiple of 10 from a larger multiple of 10, both in the range 10 to 90, using concrete models, drawings, and strategies based on place value.</p>
	<b>Algebraic Thinking and Operations</b>
<p>1.ATO.2 Solve real-world/story problems that include three whole number addends whose sum is less than or equal to 20.</p>	
<p>1.ATO.3 Apply Commutative and Associative Properties of Addition to find the sum (through 20) of two or three addends.</p>	
<p>1.ATO.4 Understand subtraction as an unknown addend problem.</p>	
<p>1.ATO.5 Recognize how counting relates to addition and subtraction.</p>	
<p>1.ATO.6 Demonstrate:</p> <ol style="list-style-type: none"> <li>a. addition and subtraction through 20;</li> <li>b. fluency with addition and related subtraction facts through 10.</li> </ol>	

	1.ATO.7	Understand the meaning of the equal sign as a relationship between two quantities (sameness) and determine if equations involving addition and subtraction are true.
	1.ATO.8	Determine the missing number in addition and subtraction equations within 20.
	1.ATO.9	Create, extend and explain using pictures and words for: <ul style="list-style-type: none"> <li>a. repeating patterns (e.g., AB, AAB, ABB, and ABC type patterns);</li> <li>b. growing patterns (between 2 and 4 terms/figures).</li> </ul>
<b>Geometry</b>	<b>The student will:</b>	
	1.G.1	Distinguish between a two-dimensional shape's defining (e.g., number of sides) and non-defining attributes (e.g., color).
	1.G.2	Combine two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, and trapezoid) or three-dimensional shapes (i.e., cube, rectangular prism, cone, and cylinder) in more than one way to form a composite shape.
	1.G.3	Partition two-dimensional shapes (i.e., square, rectangle, circle) into two or four equal parts.
	1.G.4	Identify and name two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, trapezoid, and circle).
<b>Measurement and Data Analysis</b>	<b>The student will:</b>	
	1.MDA.1	Order three objects by length using indirect comparison.
	1.MDA.2	Use nonstandard physical models to show the length of an object as the number of same size units of length with no gaps or overlaps.
	1.MDA.3	Use analog and digital clocks to tell and record time to the hour and half hour.
	1.MDA.4	Collect, organize, and represent data with up to 3 categories using object graphs, picture graphs, t-charts and tallies.
	1.MDA.5	Draw conclusions from given object graphs, picture graphs, t-charts, tallies, and bar graphs.
	1.MDA.6	Identify a penny, nickel, dime and quarter and write the coin values using a ¢ symbol.

## Grade 2

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  - b. Recognize mathematical repetition in order to make generalizations.
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## Grade 2

Key Concepts	Standards
<b>Number Sense and Base Ten</b>	<p><b>The student will:</b></p> <p>2.NSBT.1 Understand place value through 999 by demonstrating that:</p> <ol style="list-style-type: none"> <li>a. 100 can be thought of as a bundle (group) of 10 tens called a “hundred”;</li> <li>b. the hundreds digit in a three-digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones;</li> <li>c. three-digit numbers can be decomposed in multiple ways (e.g., 524 can be decomposed as 5 hundreds, 2 tens and 4 ones or 4 hundreds, 12 tens, and 4 ones, etc.).</li> </ol>
	2.NSBT.2 Count by tens and hundreds to 1,000 starting with any number.
	2.NSBT.3 Read, write and represent numbers through 999 using concrete models, standard form, and equations in expanded form.
	2.NSBT.4 Compare two numbers with up to three digits using words and symbols (i.e., $>$ , $=$ , or $<$ ).
	2.NSBT.5 Add and subtract fluently through 99 using knowledge of place value and properties of operations.
	2.NSBT.6 Add up to four two-digit numbers using strategies based on knowledge of place value and properties of operations.
	2.NSBT.7 Add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value understanding.
	2.NSBT.8 Determine the number that is 10 or 100 more or less than a given number through 1,000 and explain the reasoning verbally and in writing.
<b>Algebraic Thinking and Operations</b>	<p><b>The student will:</b></p> <p>2.ATO.1 Solve one- and two-step real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 99 with unknowns in all positions.</p>
	2.ATO.2 Demonstrate fluency with addition and related subtraction facts through 20.
	2.ATO.3 Determine whether a number through 20 is odd or even using pairings of objects, counting by twos, or finding two equal addends to represent the number (e.g., $3 + 3 = 6$ ).
	2.ATO.4 Use repeated addition to find the total number of objects arranged in a rectangular array with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

<b>Geometry</b>	<b>The student will:</b>
	2.G.1 Identify triangles, quadrilaterals, hexagons, and cubes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.
	2.G.2 Partition a rectangle into rows and columns of same-size squares to form an array and count to find the total number of parts.
	2.G.3 Partition squares, rectangles and circles into two or four equal parts, and describe the parts using the words <i>halves</i> , <i>fourths</i> , <i>a half of</i> , and <i>a fourth of</i> . Understand that when partitioning a square, rectangle or circle into two or four equal parts, the parts become smaller as the number of parts increases.
<b>Measurement and Data Analysis</b>	<b>The student will:</b>
	2.MDA.1 Select and use appropriate tools (e.g., rulers, yardsticks, meter sticks, measuring tapes) to measure the length of an object.
	2.MDA.2 Measure the same object or distance using a standard unit of one length and then a standard unit of a different length and explain verbally and in writing how and why the measurements differ.
	2.MDA.3 Estimate and measure length/distance in customary units (i.e., inch, foot, yard) and metric units (i.e., centimeter, meter).
	2.MDA.4 Measure to determine how much longer one object is than another, using standard length units.
	2.MDA.5 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences through 99 on a number line diagram.
	2.MDA.6 Use analog and digital clocks to tell and record time to the nearest five-minute interval using <i>a.m.</i> and <i>p.m.</i>
	2.MDA.7 Solve real-world/story problems involving dollar bills using the \$ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol.
	2.MDA.8 Generate data by measuring objects in whole unit lengths and organize the data in a line plot using a horizontal scale marked in whole number units.
	2.MDA.9 Collect, organize, and represent data with up to four categories using picture graphs and bar graphs with a single-unit scale.
	2.MDA.10 Draw conclusions from t-charts, object graphs, picture graphs, and bar graphs.

## Grade 3

### **South Carolina College- and Career-Ready Mathematical Process Standards**

The South Carolina College- and Career-Ready (SCCCR) Mathematical Process Standards demonstrate the ways in which students develop conceptual understanding of mathematical content and apply mathematical skills. As a result, the SCCCR Mathematical Process Standards should be integrated within the SCCCR Content Standards for Mathematics for each grade level and course. Since the process standards drive the pedagogical component of teaching and serve as the means by which students should demonstrate understanding of the content standards, the process standards must be incorporated as an integral part of overall student expectations when assessing content understanding.

Students who are college- and career-ready take a productive and confident approach to mathematics. They are able to recognize that mathematics is achievable, sensible, useful, doable, and worthwhile. They also perceive themselves as effective learners and practitioners of mathematics and understand that a consistent effort in learning mathematics is beneficial.

The Program for International Student Assessment defines mathematical literacy as “an individual’s capacity to formulate, employ, and interpret mathematics in a variety of contexts. It includes reasoning mathematically and using mathematical concepts, procedures, facts, and tools to describe, explain, and predict phenomena. It assists individuals to recognize the role that mathematics plays in the world and to make the well-founded judgments and decisions needed by constructive, engaged and reflective citizens” (Organization for Economic Cooperation and Development, 2012).

A mathematically literate student can:

**1. Make sense of problems and persevere in solving them.**

- a. Relate a problem to prior knowledge.
- b. Recognize there may be multiple entry points to a problem and more than one path to a solution.
- c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.
- d. Evaluate the success of an approach to solve a problem and refine it if necessary.

**2. Reason both contextually and abstractly.**

- a. Make sense of quantities and their relationships in mathematical and real-world situations.
- b. Describe a given situation using multiple mathematical representations.
- c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.
- d. Connect the meaning of mathematical operations to the context of a given situation.

- 3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.**
  - a. Construct and justify a solution to a problem.
  - b. Compare and discuss the validity of various reasoning strategies.
  - c. Make conjectures and explore their validity.
  - d. Reflect on and provide thoughtful responses to the reasoning of others.
  
- 4. Connect mathematical ideas and real-world situations through modeling.**
  - a. Identify relevant quantities and develop a model to describe their relationships.
  - b. Interpret mathematical models in the context of the situation.
  - c. Make assumptions and estimates to simplify complicated situations.
  - d. Evaluate the reasonableness of a model and refine if necessary.
  
- 5. Use a variety of mathematical tools effectively and strategically.**
  - a. Select and use appropriate tools when solving a mathematical problem.
  - b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.
  
- 6. Communicate mathematically and approach mathematical situations with precision.**
  - a. Express numerical answers with the degree of precision appropriate for the context of a situation.
  - b. Represent numbers in an appropriate form according to the context of the situation.
  - c. Use appropriate and precise mathematical language.
  - d. Use appropriate units, scales, and labels.
  
- 7. Identify and utilize structure and patterns.**
  - a. Recognize complex mathematical objects as being composed of more than one simple object.
  - b. Recognize mathematical repetition in order to make generalizations.
  - c. Look for structures to interpret meaning and develop solution strategies.

## Grade 3

Key Concepts	Standards
<b>Number Sense and Base Ten</b>	<b>The student will:</b>
	3.NSBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.
	3.NSBT.2 Add and subtract whole numbers fluently to 1,000 using knowledge of place value and properties of operations.
	3.NSBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10 – 90, using knowledge of place value and properties of operations.
	3.NSBT.4 Read and write numbers through 999,999 in standard form and equations in expanded form.
	3.NSBT.5 Compare and order numbers through 999,999 and represent the comparison using the symbols $>$ , $=$ , or $<$ .
<b>Number Sense – Fractions</b>	<b>The student will:</b>
	3.NSF.1 Develop an understanding of fractions (i.e., denominators 2, 3, 4, 6, 8, 10) as numbers. <ul style="list-style-type: none"> <li>a. A fraction <math>\frac{1}{b}</math> (called a unit fraction) is the quantity formed by one part when a whole is partitioned into <math>b</math> equal parts;</li> <li>b. A fraction <math>\frac{a}{b}</math> is the quantity formed by <math>a</math> parts of size <math>\frac{1}{b}</math>;</li> <li>c. A fraction is a number that can be represented on a number line based on counts of a unit fraction;</li> <li>d. A fraction can be represented using set, area, and linear models.</li> </ul>
	3.NSF.2 Explain fraction equivalence (i.e., denominators 2, 3, 4, 6, 8, 10) by demonstrating an understanding that: <ul style="list-style-type: none"> <li>a. two fractions are equal if they are the same size, based on the same whole, or at the same point on a number line;</li> <li>b. fraction equivalence can be represented using set, area, and linear models;</li> <li>c. whole numbers can be written as fractions (e.g., <math>4 = \frac{4}{1}</math> and <math>1 = \frac{4}{4}</math>);</li> <li>d. fractions with the same numerator or same denominator can be compared by reasoning about their size based on the same whole.</li> </ul>
	3.NSF.3 Develop an understanding of mixed numbers (i.e., denominators 2, 3, 4, 6, 8, 10) as iterations of unit fractions on a number line.

<b>Algebraic Thinking and Operations</b>	<b>The student will:</b>
	3.ATO.1 Use concrete objects, drawings and symbols to represent multiplication facts of two single-digit whole numbers and explain the relationship between the factors (i.e., 0 – 10) and the product.
	3.ATO.2 Use concrete objects, drawings and symbols to represent division without remainders and explain the relationship among the whole number quotient (i.e., 0 – 10), divisor (i.e., 0 – 10), and dividend.
	3.ATO.3 Solve real-world problems involving equal groups, area/array, and number line models using basic multiplication and related division facts. Represent the problem situation using an equation with a symbol for the unknown.
	3.ATO.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is a missing factor, product, dividend, divisor, or quotient.
	3.ATO.5 Apply properties of operations (i.e., Commutative Property of Multiplication, Associative Property of Multiplication, Distributive Property) as strategies to multiply and divide and explain the reasoning.
	3.ATO.6 Understand division as a missing factor problem.
	3.ATO.7 Demonstrate fluency with basic multiplication and related division facts of products and dividends through 100.
	3.ATO.8 Solve two-step real-world problems using addition, subtraction, multiplication and division of whole numbers and having whole number answers. Represent these problems using equations with a letter for the unknown quantity.
3.ATO.9 Identify a rule for an arithmetic pattern (e.g., patterns in the addition table or multiplication table).	
<b>Geometry</b>	<b>The student will:</b>
	3.G.1 Understand that shapes in different categories (e.g., rhombus, rectangle, square, and other 4-sided shapes) may share attributes (e.g., 4-sided figures) and the shared attributes can define a larger category (e.g., quadrilateral). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
	3.G.2 Partition two-dimensional shapes into 2, 3, 4, 6, or 8 parts with equal areas and express the area of each part using the same unit fraction. Recognize that equal parts of identical wholes need not have the same shape.
	3.G.3 Use a right angle as a benchmark to identify and sketch acute and obtuse angles.
3.G.4 Identify a three-dimensional shape (i.e., right rectangular prism, right triangular prism, pyramid) based on a given two-dimensional net and explain the relationship between the shape and the net.	

<b>Measurement and Data Analysis</b>	<b>The student will:</b>
	3.MDA.1 Use analog and digital clocks to determine and record time to the nearest minute, using <i>a.m.</i> and <i>p.m.</i> ; measure time intervals in minutes; and solve problems involving addition and subtraction of time intervals within 60 minutes.
	3.MDA.2 Estimate and measure liquid volumes (capacity) in customary units (i.e., c., pt., qt., gal.) and metric units (mL, L) to the nearest whole unit.
	3.MDA.3 Collect, organize, classify, and interpret data with multiple categories and draw a scaled picture graph and a scaled bar graph to represent the data.
	3.MDA.4 Generate data by measuring length to the nearest inch, half-inch and quarter-inch and organize the data in a line plot using a horizontal scale marked off in appropriate units.
	3.MDA.5 Understand the concept of area measurement. <ul style="list-style-type: none"> <li>a. Recognize area as an attribute of plane figures;</li> <li>b. Measure area by building arrays and counting standard unit squares;</li> <li>c. Determine the area of a rectilinear polygon and relate to multiplication and addition.</li> </ul>
	3.MDA.6 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.

## Grade 4

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- d. Evaluate the success of an approach to solve a problem and refine it if necessary.

#### **2. Reason both contextually and abstractly.**

- a. Make sense of quantities and their relationships in mathematical and real-world situations.
- b. Describe a given situation using multiple mathematical representations.
- c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.
- d. Connect the meaning of mathematical operations to the context of a given situation.

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- 4. Connect mathematical ideas and real-world situations through modeling.**
  - a. Identify relevant quantities and develop a model to describe their relationships.
  - b. Interpret mathematical models in the context of the situation.
  - c. Make assumptions and estimates to simplify complicated situations.
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- 5. Use a variety of mathematical tools effectively and strategically.**
  - a. Select and use appropriate tools when solving a mathematical problem.
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- 6. Communicate mathematically and approach mathematical situations with precision.**
  - a. Express numerical answers with the degree of precision appropriate for the context of a situation.
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- 7. Identify and utilize structure and patterns.**
  - a. Recognize complex mathematical objects as being composed of more than one simple object.
  - b. Recognize mathematical repetition in order to make generalizations.
  - c. Look for structures to interpret meaning and develop solution strategies.

## Grade 4

Key Concepts	Standards
<b>Number Sense and Base Ten</b>	<b>The student will:</b>
	4.NSBT.1 Understand that, in a multi-digit whole number, a digit represents ten times what the same digit represents in the place to its right.
	4.NSBT.2 Recognize math periods and number patterns within each period to read and write in standard form large numbers through 999,999,999.
	4.NSBT.3 Use rounding as one form of estimation and round whole numbers to any given place value.
	4.NSBT.4 Fluently add and subtract multi-digit whole numbers using strategies to include a standard algorithm.
	4.NSBT.5 Multiply up to a four-digit number by a one-digit number and multiply a two-digit number by a two-digit number using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using rectangular arrays, area models and/or equations.
	4.NSBT.6 Divide up to a four-digit dividend by a one-digit divisor using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.
<b>Number Sense and Operations – Fractions</b>	<b>The student will:</b>
	4.NSF.1 Explain why a fraction (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100), $\frac{a}{b}$ , is equivalent to a fraction, $\frac{n \times a}{n \times b}$ , by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
	4.NSF.2 Compare two given fractions (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$ and represent the comparison using the symbols $>$ , $=$ , or $<$ .
	4.NSF.3 Develop an understanding of addition and subtraction of fractions (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) based on unit fractions. <ol style="list-style-type: none"> <li>a. Compose and decompose a fraction in more than one way, recording each composition and decomposition as an addition or subtraction equation;</li> <li>b. Add and subtract mixed numbers with like denominators;</li> <li>c. Solve real-world problems involving addition and subtraction of fractions referring to the same whole and having like denominators.</li> </ol>
	4.NSF.4 Apply and extend an understanding of multiplication by multiplying a whole number and a fraction (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100). <ol style="list-style-type: none"> <li>a. Understand a fraction <math>\frac{a}{b}</math> as a multiple of <math>\frac{1}{b}</math>;</li> <li>b. Understand a multiple of <math>\frac{a}{b}</math> as a multiple of <math>\frac{1}{b}</math>, and use this understanding to multiply a fraction by a whole number;</li> <li>c. Solve real-world problems involving multiplication of a fraction by a whole number (i.e., use visual fraction models and equations to represent the problem).</li> </ol>

	4.NSF.5	Express a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 and use this technique to add two fractions with respective denominators of 10 and 100.
	4.NSF.6	Write a fraction with a denominator of 10 or 100 using decimal notation, and read and write a decimal number as a fraction.
	4.NSF.7	Compare and order decimal numbers to hundredths, and justify using concrete and visual models.
Algebraic Thinking and Operations	<b>The student will:</b>	
	4.ATO.1	Interpret a multiplication equation as a comparison (e.g. interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.) Represent verbal statements of multiplicative comparisons as multiplication equations.
	4.ATO.2	Solve real-world problems using multiplication (product unknown) and division (group size unknown, number of groups unknown).
	4.ATO.3	Solve multi-step, real-world problems using the four operations. Represent the problem using an equation with a variable as the unknown quantity.
	4.ATO.4	Recognize that a whole number is a multiple of each of its factors. Find all factors for a whole number in the range 1 – 100 and determine whether the whole number is prime or composite.
	4.ATO.5	Generate a number or shape pattern that follows a given rule and determine a term that appears later in the sequence.
Geometry	<b>The student will:</b>	
	4.G.1	Draw points, lines, line segments, rays, angles (i.e., right, acute, obtuse), and parallel and perpendicular lines. Identify these in two-dimensional figures.
	4.G.2	Classify quadrilaterals based on the presence or absence of parallel or perpendicular lines.
	4.G.3	Recognize right triangles as a category, and identify right triangles.
	4.G.4	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
Measurement and Data Analysis	<b>The student will:</b>	
	4.MDA.1	Convert measurements within a single system of measurement, customary (i.e., in., ft., yd., oz., lb., sec., min., hr.) or metric (i.e., cm, m, km, g, kg, mL, L) from a larger to a smaller unit.
	4.MDA.2	Solve real-world problems involving distance/length, intervals of time within 12 hours, liquid volume, mass, and money using the four operations.
	4.MDA.3	Apply the area and perimeter formulas for rectangles.
	4.MDA.4	Create a line plot to display a data set (i.e., generated by measuring length to the nearest quarter-inch and eighth-inch) and interpret the line plot.
	4.MDA.5	Understand the relationship of an angle measurement to a circle.
	4.MDA.6	Measure and draw angles in whole number degrees using a protractor.
	4.MDA.7	Solve addition and subtraction problems to find unknown angles in real-world and mathematical problems.
	4.MDA.8	Determine the value of a collection of coins and bills greater than \$1.00.

## Grade 5

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## Grade 5

Key Concepts	Standards
<b>Number Sense and Base Ten</b>	<b>The student will:</b>
	5.NSBT.1 Understand that, in a multi-digit whole number, a digit in one place represents 10 times what the same digit represents in the place to its right, and represents $\frac{1}{10}$ times what the same digit represents in the place to its left.
	5.NSBT.2 Use whole number exponents to explain: <ol style="list-style-type: none"> <li>a. patterns in the number of zeroes of the product when multiplying a number by powers of 10;</li> <li>b. patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.</li> </ol>
	5.NSBT.3 Read and write decimals in standard and expanded form. Compare two decimal numbers to the thousandths using the symbols $>$ , $=$ , or $<$ .
	5.NSBT.4 Round decimals to any given place value within thousandths.
	5.NSBT.5 Fluently multiply multi-digit whole numbers using strategies to include a standard algorithm.
	5.NSBT.6 Divide up to a four-digit dividend by a two-digit divisor, using strategies based on place value, the properties of operations, and the relationship between multiplication and division.
	5.NSBT.7 Add, subtract, multiply, and divide decimal numbers to hundredths using concrete area models and drawings.
<b>Number Sense and Operations – Fractions</b>	<b>The student will:</b>
	5.NSF.1 Add and subtract fractions with unlike denominators (including mixed numbers) using a variety of models, including an area model and number line.
	5.NSF.2 Solve real-world problems involving addition and subtraction of fractions with unlike denominators.
	5.NSF.3 Understand the relationship between fractions and division of whole numbers by interpreting a fraction as the numerator divided by the denominator (i.e., $\frac{a}{b} = a \div b$ ).
	5.NSF.4 Extend the concept of multiplication to multiply a fraction or whole number by a fraction. <ol style="list-style-type: none"> <li>a. Recognize the relationship between multiplying fractions and finding the areas of rectangles with fractional side lengths;</li> <li>b. Interpret multiplication of a fraction by a whole number and a whole number by a fraction and compute the product;</li> <li>c. Interpret multiplication in which both factors are fractions less than one and compute the product.</li> </ol>

	<p>5.NSF.5 Justify the reasonableness of a product when multiplying with fractions.</p> <ol style="list-style-type: none"> <li>Estimate the size of the product based on the size of the two factors;</li> <li>Explain why multiplying a given number by a number greater than 1 (e.g., improper fractions, mixed numbers, whole numbers) results in a product larger than the given number;</li> <li>Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number;</li> <li>Explain why multiplying the numerator and denominator by the same number has the same effect as multiplying the fraction by 1.</li> </ol>
	<p>5.NSF.6 Solve real-world problems involving multiplication of a fraction by a fraction, improper fraction and a mixed number.</p>
	<p>5.NSF.7 Extend the concept of division to divide unit fractions and whole numbers by using visual fraction models and equations.</p> <ol style="list-style-type: none"> <li>Interpret division of a unit fraction by a non-zero whole number and compute the quotient;</li> <li>Interpret division of a whole number by a unit fraction and compute the quotient.</li> </ol>
	<p>5.NSF.8 Solve real-world problems involving division of unit fractions and whole numbers, using visual fraction models and equations.</p>
Algebraic Thinking and Operations	<b>The student will:</b>
	<p>5.ATO.1 Evaluate numerical expressions involving grouping symbols (i.e., parentheses, brackets, braces).</p>
	<p>5.ATO.2 Translate verbal phrases into numerical expressions and interpret numerical expressions as verbal phrases.</p>
	<p>5.ATO.3 Investigate the relationship between two numerical patterns.</p> <ol style="list-style-type: none"> <li>Generate two numerical patterns given two rules and organize in tables;</li> <li>Translate the two numerical patterns into two sets of ordered pairs;</li> <li>Graph the two sets of ordered pairs on the same coordinate plane;</li> <li>Identify the relationship between the two numerical patterns.</li> </ol>
Geometry	<b>The student will:</b>
	<p>5.G.1 Define a coordinate system.</p> <ol style="list-style-type: none"> <li>The <math>x</math>- and <math>y</math>- axes are perpendicular number lines that intersect at 0 (the origin);</li> <li>Any point on the coordinate plane can be represented by its coordinates;</li> <li>The first number in an ordered pair is the <math>x</math>-coordinate and represents the horizontal distance from the origin;</li> <li>The second number in an ordered pair is the <math>y</math>-coordinate and represents the vertical distance from the origin.</li> </ol>
	<p>5.G.2 Plot and interpret points in the first quadrant of the coordinate plane to represent real-world and mathematical situations.</p>
	<p>5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.</p>
	<p>5.G.4 Classify two-dimensional figures in a hierarchy based on their attributes.</p>

<b>Measurement and Data Analysis</b>	<b>The student will:</b>	
	5.MDA.1	Convert measurements within a single system of measurement: customary (i.e., in., ft., yd., oz., lb., sec., min., hr.) or metric (i.e., mm, cm, m, km, g, kg, mL, L) from a larger to a smaller unit and a smaller to a larger unit.
	5.MDA.2	Create a line plot consisting of unit fractions and use operations on fractions to solve problems related to the line plot.
	5.MDA.3	Understand the concept of volume measurement. <ul style="list-style-type: none"> <li>a. Recognize volume as an attribute of right rectangular prisms;</li> <li>b. Relate volume measurement to the operations of multiplication and addition by packing right rectangular prisms and then counting the layers of standard unit cubes;</li> <li>c. Determine the volume of right rectangular prisms using the formula derived from packing right rectangular prisms and counting the layers of standard unit cubes.</li> </ul>
	5.MDA.4	Differentiate among perimeter, area and volume and identify which application is appropriate for a given situation.

# South Carolina College- and Career-Ready Standards for Mathematics

## Overview for Grades 6 – 8

This overview illustrates relationships among mathematical concepts. In grades 6 – 8, it is important for students to broaden their understanding of the interconnectedness of mathematical concepts that were introduced in grades K – 5 and will continue throughout grades 9 – 12 and beyond.

The South Carolina College- and Career-Ready (SCCCR) Content Standards for Mathematics for grades 6 – 8 are divided into Key Concepts that organize the content into broad categories of related standards. Neither the order of Key Concepts nor the order of individual standards within a Key Concept is intended to prescribe an instructional sequence. The standards should serve as the basis for development of curriculum, instruction, and assessment.

The Key Concepts vary throughout the three grade levels and two major shifts occur. The Key Concept shifts from Data Analysis and Statistics (DS) in grade 6 to Data Analysis, Statistics, and Probability (DSP) in grades 7 and 8 because probability is not introduced until grade 7 and continues with relative frequencies in grade 8. Students in grades 6 and 7 focus on the key concept of Ratios and Proportional Relationships (RP); however, this Key Concept is replaced by Functions (F) in grade 8.

The table below shows the progression of the Key Concepts across grades 6 – 8.

### Key Concepts by Grade Band

Grade 6	Grade 7	Grade 8
Number System	Number System	Number System
Ratios and Proportional Relationships	Ratios and Proportional Relationships	<b>Functions</b>
Expressions, Equations, and Inequalities	Expressions, Equations, and Inequalities	Expressions, Equations, and Inequalities
Geometry and Measurement	Geometry and Measurement	Geometry and Measurement
Data Analysis and Statistics	<b>Data Analysis, Statistics, and Probability</b>	<b>Data Analysis, Statistics, and Probability</b>

Specific vocabulary is used throughout the SCCCR Content Standards for Mathematics for grades 6 – 8 to indicate various levels of understanding. The only terminology defined below is terminology that could be misinterpreted.

- The words *investigate* and *explore* indicate the initial understanding of a concept. For example:
  - 7.DSP.6: *Investigate* the relationship between theoretical and experimental probabilities for simple events.

This standard indicates an initial understanding of theoretical and experimental probabilities. The educator may consider using inquiry-based methods to introduce this concept.

- 8.EE1.3: *Explore* the relationship between quantities in decimal and scientific notation.

This standard indicates an initial understanding of scientific notation. The educator may consider using inquiry-based methods to introduce this concept.

- Once students have an initial understanding, they are asked to *apply* this knowledge, often in real-world and mathematical situations. For example:

- 7.DSP.7: *Apply* the concepts of theoretical and experimental probabilities for simple events.

The standard 7.DSP.6 indicates an initial understanding of theoretical and experimental probabilities while the standard 7.DSP.7 requires students to apply this knowledge.

- 8.EE1.4: *Apply* the concepts of decimal and scientific notation to solve real-world and mathematical problems.

The standard 8.EE1.3 indicates an initial understanding of the relationship between decimal and scientific notation while the standard 8.EE1.4 requires students to apply this knowledge.

- When standards expand upon the previous knowledge of students, the standard indicates that students will *extend* their knowledge. For these standards, educators should assist students in building upon previous knowledge to enrich their understanding of the interconnectedness of mathematics. For example:

- 6.NS.8: *Extend* knowledge of the coordinate plane to solve real-world and mathematical problems involving rational numbers.

In grade 5, students explore graphing ordered pairs in the first quadrant of the coordinate plane. This grade 6 standard extends that knowledge to include all four quadrants as a result of the introduction of integers.

- The word *discover* in a standard indicates that students will be given the opportunity to determine a formula through the use of manipulatives or inquiry-based activities. For example:

- 6.GM.2: Use visual models (e.g., model by packing) to *discover* that the formulas for the volume of a right rectangular prism ( $V = lwh$ ,  $V = Bh$ ) are the same for whole or fractional edge lengths. Apply these formulas to solve real-world and mathematical problems.

In grade 5, students discovered the formulas for the volume of a right rectangular prism with whole number edge lengths. In grade 6, students build on that knowledge by rediscovering the formulas for the volume of a right rectangular prism with fractional edge lengths. Students should be allowed to determine this formula on their own and make a connection with the formulas discovered in grade 5.

- The phrases *translate among* and *translate between* are often associated with multiple representations of a concept and indicate that given representations  $a$  and  $b$ , students must be able to convert from  $a$  to  $b$  and vice versa. For example:
  - 7.GM.1: Determine the scale factor and *translate between* scale models and actual measurements (e.g., lengths, area) of real-world objects and geometric figures using proportional reasoning.

For this standard, students may be given the measurements of a scale model and asked to determine the corresponding measurements of an actual object. Conversely, they may also be given the measurements of an actual object and asked to determine the corresponding measurements of a scale model.

## Grade 6

### **South Carolina College- and Career-Ready Mathematical Process Standards**

The South Carolina College- and Career-Ready (SCCCR) Mathematical Process Standards demonstrate the ways in which students develop conceptual understanding of mathematical content and apply mathematical skills. As a result, the SCCCR Mathematical Process Standards should be integrated within the SCCCR Content Standards for Mathematics for each grade level and course. Since the process standards drive the pedagogical component of teaching and serve as the means by which students should demonstrate understanding of the content standards, the process standards must be incorporated as an integral part of overall student expectations when assessing content understanding.

Students who are college- and career-ready take a productive and confident approach to mathematics. They are able to recognize that mathematics is achievable, sensible, useful, doable, and worthwhile. They also perceive themselves as effective learners and practitioners of mathematics and understand that a consistent effort in learning mathematics is beneficial.

The Program for International Student Assessment defines mathematical literacy as “an individual’s capacity to formulate, employ, and interpret mathematics in a variety of contexts. It includes reasoning mathematically and using mathematical concepts, procedures, facts, and tools to describe, explain, and predict phenomena. It assists individuals to recognize the role that mathematics plays in the world and to make the well-founded judgments and decisions needed by constructive, engaged and reflective citizens” (Organization for Economic Cooperation and Development, 2012).

A mathematically literate student can:

**1. Make sense of problems and persevere in solving them.**

- a. Relate a problem to prior knowledge.
- b. Recognize there may be multiple entry points to a problem and more than one path to a solution.
- c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.
- d. Evaluate the success of an approach to solve a problem and refine it if necessary.

**2. Reason both contextually and abstractly.**

- a. Make sense of quantities and their relationships in mathematical and real-world situations.
- b. Describe a given situation using multiple mathematical representations.
- c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.
- d. Connect the meaning of mathematical operations to the context of a given situation.

- 3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.**
  - a. Construct and justify a solution to a problem.
  - b. Compare and discuss the validity of various reasoning strategies.
  - c. Make conjectures and explore their validity.
  - d. Reflect on and provide thoughtful responses to the reasoning of others.
  
- 4. Connect mathematical ideas and real-world situations through modeling.**
  - a. Identify relevant quantities and develop a model to describe their relationships.
  - b. Interpret mathematical models in the context of the situation.
  - c. Make assumptions and estimates to simplify complicated situations.
  - d. Evaluate the reasonableness of a model and refine if necessary.
  
- 5. Use a variety of mathematical tools effectively and strategically.**
  - a. Select and use appropriate tools when solving a mathematical problem.
  - b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.
  
- 6. Communicate mathematically and approach mathematical situations with precision.**
  - a. Express numerical answers with the degree of precision appropriate for the context of a situation.
  - b. Represent numbers in an appropriate form according to the context of the situation.
  - c. Use appropriate and precise mathematical language.
  - d. Use appropriate units, scales, and labels.
  
- 7. Identify and utilize structure and patterns.**
  - a. Recognize complex mathematical objects as being composed of more than one simple object.
  - b. Recognize mathematical repetition in order to make generalizations.
  - c. Look for structures to interpret meaning and develop solution strategies.

## Grade 6

Key Concepts	Standards
<b>The Number System</b>	<b>The student will:</b>
	6.NS.1 Compute and represent quotients of positive fractions using a variety of procedures (e.g., visual models, equations, and real-world situations).
	6.NS.2 Fluently divide multi-digit whole numbers using a standard algorithmic approach.
	6.NS.3 Fluently add, subtract, multiply and divide multi-digit decimal numbers using a standard algorithmic approach.
	6.NS.4 Find common factors and multiples using two whole numbers. <ol style="list-style-type: none"> <li>a. Compute the greatest common factor (GCF) of two numbers both less than or equal to 100.</li> <li>b. Compute the least common multiple (LCM) of two numbers both less than or equal to 12.</li> <li>c. Express sums of two whole numbers, each less than or equal to 100, using the distributive property to factor out a common factor of the original addends.</li> </ol>
	6.NS.5 Understand that the positive and negative representations of a number are opposites in direction and value. Use integers to represent quantities in real-world situations and explain the meaning of zero in each situation.
	6.NS.6 Extend the understanding of the number line to include all rational numbers and apply this concept to the coordinate plane. <ol style="list-style-type: none"> <li>a. Understand the concept of opposite numbers, including zero, and their relative locations on the number line.</li> <li>b. Understand that the signs of the coordinates in ordered pairs indicate their location on an axis or in a quadrant on the coordinate plane.</li> <li>c. Recognize when ordered pairs are reflections of each other on the coordinate plane across one axis, both axes, or the origin.</li> <li>d. Plot rational numbers on number lines and ordered pairs on coordinate planes.</li> </ol>
	6.NS.7 Understand and apply the concepts of comparing, ordering, and finding absolute value to rational numbers. <ol style="list-style-type: none"> <li>a. Interpret statements using equal to (<math>=</math>) and not equal to (<math>\neq</math>).</li> <li>b. Interpret statements using less than (<math>&lt;</math>), greater than (<math>&gt;</math>), and equal to (<math>=</math>) as relative locations on the number line.</li> <li>c. Use concepts of equality and inequality to write and to explain real-world and mathematical situations.</li> <li>d. Understand that absolute value represents a number's distance from zero on the number line and use the absolute value of a rational number to represent real-world situations.</li> <li>e. Recognize the difference between comparing absolute values and ordering rational numbers. For negative rational numbers, understand that as the absolute value increases, the value of the negative number decreases.</li> </ol>

	<p>6.NS.8 Extend knowledge of the coordinate plane to solve real-world and mathematical problems involving rational numbers.</p> <ol style="list-style-type: none"> <li>Plot points in all four quadrants to represent the problem.</li> <li>Find the distance between two points when ordered pairs have the same <math>x</math>-coordinates or same <math>y</math>-coordinates.</li> <li>Relate finding the distance between two points in a coordinate plane to absolute value using a number line.</li> </ol> <p>6.NS.9 Investigate and translate among multiple representations of rational numbers (fractions, decimal numbers, percentages). Fractions should be limited to those with denominators of 2, 3, 4, 5, 8, 10, and 100.</p>
<b>Ratios and Proportional Relationships</b>	<b>The student will:</b>
	6.RP.1 Interpret the concept of a ratio as the relationship between two quantities, including part to part and part to whole.
	6.RP.2 Investigate relationships between ratios and rates. <ol style="list-style-type: none"> <li>Translate between multiple representations of ratios (i.e., <math>a/b</math>, <math>a:b</math>, <math>a</math> to <math>b</math>, visual models).</li> <li>Recognize that a rate is a type of ratio involving two different units.</li> <li>Convert from rates to unit rates.</li> </ol>
	6.RP.3 Apply the concepts of ratios and rates to solve real-world and mathematical problems. <ol style="list-style-type: none"> <li>Create a table consisting of equivalent ratios and plot the results on the coordinate plane.</li> <li>Use multiple representations, including tape diagrams, tables, double number lines, and equations, to find missing values of equivalent ratios.</li> <li>Use two tables to compare related ratios.</li> <li>Apply concepts of unit rate to solve problems, including unit pricing and constant speed.</li> <li>Understand that a percentage is a rate per 100 and use this to solve problems involving wholes, parts, and percentages.</li> <li>Solve one-step problems involving ratios and unit rates (e.g., dimensional analysis).</li> </ol>
<b>Expressions, Equations, and Inequalities</b>	<b>The student will:</b>
	6.EE.1 Write and evaluate numerical expressions involving whole-number exponents and positive rational number bases using the Order of Operations.
	6.EE.2 Extend the concepts of numerical expressions to algebraic expressions involving positive rational numbers. <ol style="list-style-type: none"> <li>Translate between algebraic expressions and verbal phrases that include variables.</li> <li>Investigate and identify parts of algebraic expressions using mathematical terminology, including term, coefficient, constant, and factor.</li> <li>Evaluate real-world and algebraic expressions for specific values using the Order of Operations. Grouping symbols should be limited to parentheses, braces, and brackets. Exponents should be limited to whole-numbers.</li> </ol>

	6.EEI.3	Apply mathematical properties (e.g., commutative, associative, distributive) to generate equivalent expressions.
	6.EEI.4	Apply mathematical properties (e.g., commutative, associative, distributive) to justify that two expressions are equivalent.
	6.EEI.5	Understand that if any solutions exist, the solution set for an equation or inequality consists of values that make the equation or inequality true.
	6.EEI.6	Write expressions using variables to represent quantities in real-world and mathematical situations. Understand the meaning of the variable in the context of the situation.
	6.EEI.7	Write and solve one-step linear equations in one variable involving nonnegative rational numbers for real-world and mathematical situations.
	6.EEI.8	Extend knowledge of inequalities used to compare numerical expressions to include algebraic expressions in real-world and mathematical situations. <ul style="list-style-type: none"> <li>a. Write an inequality of the form <math>x &gt; c</math> or <math>x &lt; c</math> and graph the solution set on a number line.</li> <li>b. Recognize that inequalities have infinitely many solutions.</li> </ul>
	6.EEI.9	Investigate multiple representations of relationships in real-world and mathematical situations. <ul style="list-style-type: none"> <li>a. Write an equation that models a relationship between independent and dependent variables.</li> <li>b. Analyze the relationship between independent and dependent variables using graphs and tables.</li> <li>c. Translate among graphs, tables, and equations.</li> </ul>
<b>The student will:</b>		
<b>Geometry and Measurement</b>	6.GM.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
	6.GM.2	Use visual models (e.g., model by packing) to discover that the formulas for the volume of a right rectangular prism ( $V = lwh, V = Bh$ ) are the same for whole or fractional edge lengths. Apply these formulas to solve real-world and mathematical problems.
	6.GM.3	Apply the concepts of polygons and the coordinate plane to real-world and mathematical situations. <ul style="list-style-type: none"> <li>a. Given coordinates of the vertices, draw a polygon in the coordinate plane.</li> <li>b. Find the length of an edge if the vertices have the same <math>x</math>-coordinates or same <math>y</math>-coordinates.</li> </ul>
	6.GM.4	Unfold three-dimensional figures into two-dimensional rectangles and triangles (nets) to find the surface area and to solve real-world and mathematical problems.

<b>Data Analysis and Statistics</b>	<b>The student will:</b>
	6.DS.1 Differentiate between statistical and non-statistical questions.
	6.DS.2 Use center (mean, median, mode), spread (range, interquartile range, mean absolute value), and shape (symmetrical, skewed left, skewed right) to describe the distribution of a set of data collected to answer a statistical question.
	6.DS.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
	6.DS.4 Select and create an appropriate display for numerical data, including dot plots, histograms, and box plots.
6.DS.5 Describe numerical data sets in relation to their real-world context.	
	<ul style="list-style-type: none"> <li>a. State the sample size.</li> <li>b. Describe the qualitative aspects of the data (e.g., how it was measured, units of measurement).</li> <li>c. Give measures of center (median, mean).</li> <li>d. Find measures of variability (interquartile range, mean absolute deviation) using a number line.</li> <li>e. Describe the overall pattern (shape) of the distribution.</li> <li>f. Justify the choices for measure of center and measure of variability based on the shape of the distribution.</li> <li>g. Describe the impact that inserting or deleting a data point has on the measures of center (median, mean) for a data set.</li> </ul>

## Grade 7

### **South Carolina College- and Career-Ready Mathematical Process Standards**

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A mathematically literate student can:

#### **1. Make sense of problems and persevere in solving them.**

- a. Relate a problem to prior knowledge.
- b. Recognize there may be multiple entry points to a problem and more than one path to a solution.
- c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.
- d. Evaluate the success of an approach to solve a problem and refine it if necessary.

#### **2. Reason both contextually and abstractly.**

- a. Make sense of quantities and their relationships in mathematical and real-world situations.
- b. Describe a given situation using multiple mathematical representations.
- c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.
- d. Connect the meaning of mathematical operations to the context of a given situation.

- 3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.**
  - a. Construct and justify a solution to a problem.
  - b. Compare and discuss the validity of various reasoning strategies.
  - c. Make conjectures and explore their validity.
  - d. Reflect on and provide thoughtful responses to the reasoning of others.
- 4. Connect mathematical ideas and real-world situations through modeling.**
  - a. Identify relevant quantities and develop a model to describe their relationships.
  - b. Interpret mathematical models in the context of the situation.
  - c. Make assumptions and estimates to simplify complicated situations.
  - d. Evaluate the reasonableness of a model and refine if necessary.
- 5. Use a variety of mathematical tools effectively and strategically.**
  - a. Select and use appropriate tools when solving a mathematical problem.
  - b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.
- 6. Communicate mathematically and approach mathematical situations with precision.**
  - a. Express numerical answers with the degree of precision appropriate for the context of a situation.
  - b. Represent numbers in an appropriate form according to the context of the situation.
  - c. Use appropriate and precise mathematical language.
  - d. Use appropriate units, scales, and labels.
- 7. Identify and utilize structure and patterns.**
  - a. Recognize complex mathematical objects as being composed of more than one simple object.
  - b. Recognize mathematical repetition in order to make generalizations.
  - c. Look for structures to interpret meaning and develop solution strategies.

## Grade 7

Key Concepts	Standards
<b>The Number System</b>	<p><b>The student will:</b></p> <p>7.NS.1 Extend prior knowledge of operations with positive rational numbers to add and to subtract all rational numbers and represent the sum or difference on a number line.</p> <ol style="list-style-type: none"> <li>a. Understand that the additive inverse of a number is its opposite and their sum is equal to zero.</li> <li>b. Understand that the sum of two rational numbers (<math>p + q</math>) represents a distance from <math>p</math> on the number line equal to <math> q </math> where the direction is indicated by the sign of <math>q</math>.</li> <li>c. Translate between the subtraction of rational numbers and addition using the additive inverse, <math>p - q = p + (-q)</math>.</li> <li>d. Demonstrate that the distance between two rational numbers on the number line is the absolute value of their difference.</li> <li>e. Apply mathematical properties (e.g., commutative, associative, distributive, or the properties of identity and inverse elements) to add and subtract rational numbers.</li> </ol>
	<p>7.NS.2 Extend prior knowledge of operations with positive rational numbers to multiply and to divide all rational numbers.</p> <ol style="list-style-type: none"> <li>a. Understand that the multiplicative inverse of a number is its reciprocal and their product is equal to one.</li> <li>b. Understand sign rules for multiplying rational numbers.</li> <li>c. Understand sign rules for dividing rational numbers and that a quotient of integers (with a non-zero divisor) is a rational number.</li> <li>d. Apply mathematical properties (e.g., commutative, associative, distributive, or the properties of identity and inverse elements) to multiply and divide rational numbers.</li> <li>e. Understand that some rational numbers can be written as integers and all rational numbers can be written as fractions or decimal numbers that terminate or repeat.</li> </ol>
	<p>7.NS.3 Apply the concepts of all four operations with rational numbers to solve real-world and mathematical problems.</p>
	<p>7.NS.4 Understand and apply the concepts of comparing and ordering to rational numbers.</p> <ol style="list-style-type: none"> <li>a. Interpret statements using less than (<math>&lt;</math>), greater than (<math>&gt;</math>), less than or equal to (<math>\leq</math>), greater than or equal to (<math>\geq</math>), and equal to (<math>=</math>) as relative locations on the number line.</li> <li>b. Use concepts of equality and inequality to write and explain real-world and mathematical situations.</li> </ol>
	<p>7.NS.5 Extend prior knowledge to translate among multiple representations of rational numbers (fractions, decimal numbers, percentages). Exclude the conversion of repeating decimal numbers to fractions.</p>

<b>Ratios and Proportional Relationships</b>	<b>The student will:</b>	
	7.RP.1	Compute unit rates, including those involving complex fractions, with like or different units.
	7.RP.2	Identify and model proportional relationships given multiple representations, including tables, graphs, equations, diagrams, verbal descriptions, and real-world situations. <ul style="list-style-type: none"> <li>a. Determine when two quantities are in a proportional relationship.</li> <li>b. Recognize or compute the constant of proportionality.</li> <li>c. Understand that the constant of proportionality is the unit rate.</li> <li>d. Use equations to model proportional relationships.</li> <li>e. Investigate the graph of a proportional relationship and explain the meaning of specific points (e.g., origin, unit rate) in the context of the situation.</li> </ul>
	7.RP.3	Solve real-world and mathematical problems involving ratios and percentages using proportional reasoning (e.g., multi-step dimensional analysis, percent increase/decrease, tax).
<b>Expressions, Equations, and Inequalities</b>	<b>The student will:</b>	
	7.EEI.1	Apply mathematical properties (e.g., commutative, associative, distributive) to simplify and to factor linear algebraic expressions with rational coefficients.
	7.EEI.2	Recognize that algebraic expressions may have a variety of equivalent forms and determine an appropriate form for a given real-world situation.
	7.EEI.3	Extend previous understanding of Order of Operations to solve multi-step real-world and mathematical problems involving rational numbers. Include fraction bars as a grouping symbol.
	7.EEI.4	Apply the concepts of linear equations and inequalities in one variable to real-world and mathematical situations. <ul style="list-style-type: none"> <li>a. Write and fluently solve linear equations of the form <math>ax + b = c</math> and <math>a(x + b) = c</math> where <math>a</math>, <math>b</math>, and <math>c</math> are rational numbers.</li> <li>b. Write and solve multi-step linear equations that include the use of the distributive property and combining like terms. Exclude equations that contain variables on both sides.</li> <li>c. Write and solve two-step linear inequalities. Graph the solution set on a number line and interpret its meaning.</li> <li>d. Identify and justify the steps for solving multi-step linear equations and two-step linear inequalities.</li> </ul>
	7.EEI.5	Understand and apply the laws of exponents (i.e., product rule, quotient rule, power to a power, product to a power, quotient to a power, zero power property) to simplify numerical expressions that include whole-number exponents.

<b>Geometry and Measurement</b>	<b>The student will:</b>
	7.GM.1 Determine the scale factor and translate between scale models and actual measurements (e.g., lengths, area) of real-world objects and geometric figures using proportional reasoning.
	7.GM.2 Construct triangles and special quadrilaterals using a variety of tools (e.g., freehand, ruler and protractor, technology). <ul style="list-style-type: none"> <li>a. Construct triangles given all measurements of either angles or sides.</li> <li>b. Decide if the measurements determine a unique triangle, more than one triangle, or no triangle.</li> <li>c. Construct special quadrilaterals (i.e., kite, trapezoid, isosceles trapezoid, rhombus, parallelogram, rectangle) given specific parameters about angles or sides.</li> </ul>
	7.GM.3 Describe two-dimensional cross-sections of three-dimensional figures, specifically right rectangular prisms and right rectangular pyramids.
	7.GM.4 Investigate the concept of circles. <ul style="list-style-type: none"> <li>a. Demonstrate an understanding of the proportional relationships between diameter, radius, and circumference of a circle.</li> <li>b. Understand that the constant of proportionality between the circumference and diameter is equivalent to <math>\pi</math>.</li> <li>c. Explore the relationship between circumference and area using a visual model.</li> <li>d. Use the formulas for circumference and area of circles appropriately to solve real-world and mathematical problems.</li> </ul>
	7.GM.5 Write equations to solve problems involving the relationships between angles formed by two intersecting lines, including supplementary, complementary, vertical, and adjacent.
	7.GM.6 Apply the concepts of two- and three-dimensional figures to real-world and mathematical situations. <ul style="list-style-type: none"> <li>a. Understand that the concept of area is applied to two-dimensional figures such as triangles, quadrilaterals, and polygons.</li> <li>b. Understand that the concepts of volume and surface area are applied to three-dimensional figures such as cubes, right rectangular prisms, and right triangular prisms.</li> <li>c. Decompose cubes, right rectangular prisms, and right triangular prisms into rectangles and triangles to derive the formulas for volume and surface area.</li> <li>d. Use the formulas for area, volume, and surface area appropriately.</li> </ul>

**The student will:**

7.DSP.1	Investigate concepts of random sampling. <ol style="list-style-type: none"> <li>a. Understand that a sample is a subset of a population and both possess the same characteristics.</li> <li>b. Differentiate between random and non-random sampling.</li> <li>c. Understand that generalizations from a sample are valid only if the sample is representative of the population.</li> <li>d. Understand that random sampling is used to gather a representative sample and supports valid inferences about the population.</li> </ol>
7.DSP.2	Draw inferences about a population by collecting multiple random samples of the same size to investigate variability in estimates of the characteristic of interest.
7.DSP.3	Visually compare the centers, spreads, and overlap of two displays of data (i.e., dot plots, histograms, box plots) that are graphed on the same scale and draw inferences about this data.
7.DSP.4	Compare the numerical measures of center (mean, median, mode) and variability (range, interquartile range, mean absolute deviation) from two random samples to draw inferences about the populations.
7.DSP.5	Investigate the concept of probability of chance events. <ol style="list-style-type: none"> <li>a. Determine probabilities of simple events.</li> <li>b. Understand that probability measures likelihood of a chance event occurring.</li> <li>c. Understand that the probability of a chance event is a number between 0 and 1.</li> <li>d. Understand that a probability closer to 1 indicates a likely chance event.</li> <li>e. Understand that a probability close to <math>\frac{1}{2}</math> indicates that a chance event is neither likely nor unlikely.</li> <li>f. Understand that a probability closer to 0 indicates an unlikely chance event.</li> </ol>
7.DSP.6	Investigate the relationship between theoretical and experimental probabilities for simple events. <ol style="list-style-type: none"> <li>a. Determine approximate outcomes using theoretical probability.</li> <li>b. Perform experiments that model theoretical probability.</li> <li>c. Compare theoretical and experimental probabilities.</li> </ol>
7.DSP.7	Apply the concepts of theoretical and experimental probabilities for simple events. <ol style="list-style-type: none"> <li>a. Differentiate between uniform and non-uniform probability models (distributions).</li> <li>b. Develop both uniform and non-uniform probability models.</li> <li>c. Perform experiments to test the validity of probability models.</li> </ol>
7.DSP.8	Extend the concepts of simple events to investigate compound events. <ol style="list-style-type: none"> <li>a. Understand that the probability of a compound event is between 0 and 1.</li> <li>b. Identify the outcomes in a sample space using organized lists, tables, and tree diagrams.</li> <li>c. Determine probabilities of compound events using organized lists, tables, and tree diagrams.</li> <li>d. Design and use simulations to collect data and determine probabilities.</li> <li>e. Compare theoretical and experimental probabilities for compound events.</li> </ol>

## Grade 8

### **South Carolina College- and Career-Ready Mathematical Process Standards**

The South Carolina College- and Career-Ready (SCCCR) Mathematical Process Standards demonstrate the ways in which students develop conceptual understanding of mathematical content and apply mathematical skills. As a result, the SCCCR Mathematical Process Standards should be integrated within the SCCCR Content Standards for Mathematics for each grade level and course. Since the process standards drive the pedagogical component of teaching and serve as the means by which students should demonstrate understanding of the content standards, the process standards must be incorporated as an integral part of overall student expectations when assessing content understanding.

Students who are college- and career-ready take a productive and confident approach to mathematics. They are able to recognize that mathematics is achievable, sensible, useful, doable, and worthwhile. They also perceive themselves as effective learners and practitioners of mathematics and understand that a consistent effort in learning mathematics is beneficial.

The Program for International Student Assessment defines mathematical literacy as “an individual’s capacity to formulate, employ, and interpret mathematics in a variety of contexts. It includes reasoning mathematically and using mathematical concepts, procedures, facts, and tools to describe, explain, and predict phenomena. It assists individuals to recognize the role that mathematics plays in the world and to make the well-founded judgments and decisions needed by constructive, engaged and reflective citizens” (Organization for Economic Cooperation and Development, 2012).

A mathematically literate student can:

#### **1. Make sense of problems and persevere in solving them.**

- a. Relate a problem to prior knowledge.
- b. Recognize there may be multiple entry points to a problem and more than one path to a solution.
- c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.
- d. Evaluate the success of an approach to solve a problem and refine it if necessary.

#### **2. Reason both contextually and abstractly.**

- a. Make sense of quantities and their relationships in mathematical and real-world situations.
- b. Describe a given situation using multiple mathematical representations.
- c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.
- d. Connect the meaning of mathematical operations to the context of a given situation.

- 3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.**
  - a. Construct and justify a solution to a problem.
  - b. Compare and discuss the validity of various reasoning strategies.
  - c. Make conjectures and explore their validity.
  - d. Reflect on and provide thoughtful responses to the reasoning of others.
  
- 4. Connect mathematical ideas and real-world situations through modeling.**
  - a. Identify relevant quantities and develop a model to describe their relationships.
  - b. Interpret mathematical models in the context of the situation.
  - c. Make assumptions and estimates to simplify complicated situations.
  - d. Evaluate the reasonableness of a model and refine if necessary.
  
- 5. Use a variety of mathematical tools effectively and strategically.**
  - a. Select and use appropriate tools when solving a mathematical problem.
  - b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.
  
- 6. Communicate mathematically and approach mathematical situations with precision.**
  - a. Express numerical answers with the degree of precision appropriate for the context of a situation.
  - b. Represent numbers in an appropriate form according to the context of the situation.
  - c. Use appropriate and precise mathematical language.
  - d. Use appropriate units, scales, and labels.
  
- 7. Identify and utilize structure and patterns.**
  - a. Recognize complex mathematical objects as being composed of more than one simple object.
  - b. Recognize mathematical repetition in order to make generalizations.
  - c. Look for structures to interpret meaning and develop solution strategies.

## Grade 8

Key Concepts	Standards
<b>The Number System</b>	<b>The student will:</b>
	8.NS.1 Explore the real number system and its appropriate usage in real-world situations. <ol style="list-style-type: none"> <li>a. Recognize the differences between rational and irrational numbers.</li> <li>b. Understand that all real numbers have a decimal expansion.</li> <li>c. Model the hierarchy of the real number system, including natural, whole, integer, rational, and irrational numbers.</li> </ol>
	8.NS.2 Estimate and compare the value of irrational numbers by plotting them on a number line.
	8.NS.3 Extend prior knowledge to translate among multiple representations of rational numbers (fractions, decimal numbers, percentages). Include the conversion of repeating decimal numbers to fractions.
<b>Functions</b>	<b>The student will:</b>
	8.F.1 Explore the concept of functions. <ol style="list-style-type: none"> <li>a. Understand that a function assigns to each input exactly one output.</li> <li>b. Relate inputs (<math>x</math>-values or domain) and outputs (<math>y</math>-values or range) to independent and dependent variables.</li> <li>c. Translate among the multiple representations of a function, including mappings, tables, graphs, equations, and verbal descriptions.</li> <li>d. Determine if a relation is a function using multiple representations, including mappings, tables, graphs, equations, and verbal descriptions.</li> <li>e. Graph a function from a table of values. Understand that the graph and table both represent a set of ordered pairs of that function.</li> </ol>
	8.F.2 Compare multiple representations of two functions, including mappings, tables, graphs, equations, and verbal descriptions, in order to draw conclusions.
	8.F.3 Investigate the differences between linear and nonlinear functions using multiple representations (i.e. tables, graphs, equations, and verbal descriptions). <ol style="list-style-type: none"> <li>a. Define an equation in slope-intercept form (<math>y = mx + b</math>) as being a linear function.</li> <li>b. Recognize that the graph of a linear function has a constant rate of change.</li> <li>c. Provide examples of nonlinear functions.</li> </ol>
	8.F.4 Apply the concepts of linear functions to real-world and mathematical situations. <ol style="list-style-type: none"> <li>a. Understand that the slope is the constant rate of change and the <math>y</math>-intercept is the point where <math>x = 0</math>.</li> <li>b. Determine the slope and the <math>y</math>-intercept of a linear function given multiple representations, including two points, tables, graphs, equations, and verbal descriptions.</li> <li>c. Construct a function in slope-intercept form that models a linear relationship between two quantities.</li> <li>d. Interpret the meaning of the slope and the <math>y</math>-intercept of a linear function in the context of the situation.</li> <li>e. Explore the relationship between linear functions and arithmetic sequences.</li> </ol>

	8.F.5	Apply the concepts of linear and nonlinear functions to graphs in real-world and mathematical situations. <ul style="list-style-type: none"> <li>a. Analyze and describe attributes of graphs of functions (e.g., constant, increasing/decreasing, linear/nonlinear, maximum/minimum, discrete/continuous).</li> <li>b. Sketch the graph of a function from a verbal description.</li> <li>c. Write a verbal description from the graph of a function with and without scales.</li> </ul>
Expressions, Equations, and Inequalities	<b>The student will:</b>	
	8.EEI.1	Understand and apply the laws of exponents (i.e. product rule, quotient rule, power to a power, product to a power, quotient to a power, zero power property, negative exponents) to simplify numerical expressions that include integer exponents.
	8.EEI.2	Investigate concepts of square and cube roots. <ul style="list-style-type: none"> <li>a. Find the exact and approximate solutions to equations of the form <math>x^2 = p</math> and <math>x^3 = p</math> where <math>p</math> is a positive rational number.</li> <li>b. Evaluate square roots of perfect squares.</li> <li>c. Evaluate cube roots of perfect cubes.</li> <li>d. Recognize that square roots of non-perfect squares are irrational.</li> </ul>
	8.EEI.3	Explore the relationship between quantities in decimal and scientific notation. <ul style="list-style-type: none"> <li>a. Express very large and very small quantities in scientific notation in the form <math>a \times 10^b = p</math> where <math>1 \leq a &lt; 10</math> and <math>b</math> is an integer.</li> <li>b. Translate between decimal notation and scientific notation.</li> <li>c. Estimate and compare the relative size of two quantities in scientific notation.</li> </ul>
	8.EEI.4	Apply the concepts of decimal and scientific notation to solve real-world and mathematical problems. <ul style="list-style-type: none"> <li>a. Multiply and divide numbers expressed in both decimal and scientific notation.</li> <li>b. Select appropriate units of measure when representing answers in scientific notation.</li> <li>c. Translate how different technological devices display numbers in scientific notation.</li> </ul>
	8.EEI.5	Apply concepts of proportional relationships to real-world and mathematical situations. <ul style="list-style-type: none"> <li>a. Graph proportional relationships.</li> <li>b. Interpret unit rate as the slope of the graph.</li> <li>c. Compare two different proportional relationships given multiple representations, including tables, graphs, equations, diagrams, and verbal descriptions.</li> </ul>
	8.EEI.6	Apply concepts of slope and y-intercept to graphs, equations, and proportional relationships. <ul style="list-style-type: none"> <li>a. Explain why the slope, <math>m</math>, is the same between any two distinct points on a non-vertical line using similar triangles.</li> <li>b. Derive the slope-intercept form (<math>y = mx + b</math>) for a non-vertical line.</li> <li>c. Relate equations for proportional relationships (<math>y = kx</math>) with the slope-intercept form (<math>y = mx + b</math>) where <math>b = 0</math>.</li> </ul>

	<p>8.EEI.7 Extend concepts of linear equations and inequalities in one variable to more complex multi-step equations and inequalities in real-world and mathematical situations.</p> <ol style="list-style-type: none"> <li>Solve linear equations and inequalities with rational number coefficients that include the use of the distributive property, combining like terms, and variables on both sides.</li> <li>Recognize the three types of solutions to linear equations: one solution (<math>x = a</math>), infinitely many solutions (<math>a = a</math>), or no solutions (<math>a = b</math>).</li> <li>Generate linear equations with the three types of solutions.</li> <li>Justify why linear equations have a specific type of solution.</li> </ol>
	<p>8.EEI.8 Investigate and solve real-world and mathematical problems involving systems of linear equations in two variables with integer coefficients and solutions.</p> <ol style="list-style-type: none"> <li>Graph systems of linear equations and estimate their point of intersection.</li> <li>Understand and verify that a solution to a system of linear equations is represented on a graph as the point of intersection of the two lines.</li> <li>Solve systems of linear equations algebraically, including methods of substitution and elimination, or through inspection.</li> <li>Understand that systems of linear equations can have one solution, no solution, or infinitely many solutions.</li> </ol>
<b>Geometry and Measurement</b>	<p><b>The student will:</b></p> <p>8.GM.1 Investigate the properties of rigid transformations (rotations, reflections, translations) using a variety of tools (e.g., grid paper, reflective devices, graphing paper, technology).</p> <ol style="list-style-type: none"> <li>Verify that lines are mapped to lines, including parallel lines.</li> <li>Verify that corresponding angles are congruent.</li> <li>Verify that corresponding line segments are congruent.</li> </ol> <p>8.GM.2 Apply the properties of rigid transformations (rotations, reflections, translations).</p> <ol style="list-style-type: none"> <li>Rotate geometric figures 90, 180, and 270 degrees, both clockwise and counterclockwise, about the origin.</li> <li>Reflect geometric figures with respect to the <math>x</math>-axis and/or <math>y</math>-axis.</li> <li>Translate geometric figures vertically and/or horizontally.</li> <li>Recognize that two-dimensional figures are only congruent if a series of rigid transformations can be performed to map the pre-image to the image.</li> <li>Given two congruent figures, describe the series of rigid transformations that justifies this congruence.</li> </ol> <p>8.GM.3 Investigate the properties of transformations (rotations, reflections, translations, dilations) using a variety of tools (e.g., grid paper, reflective devices, graphing paper, dynamic software).</p> <ol style="list-style-type: none"> <li>Use coordinate geometry to describe the effect of transformations on two-dimensional figures.</li> <li>Relate scale drawings to dilations of geometric figures.</li> </ol>

	<p>8.GM.4 Apply the properties of transformations (rotations, reflections, translations, dilations).</p> <ol style="list-style-type: none"> <li>Dilate geometric figures using scale factors that are positive rational numbers.</li> <li>Recognize that two-dimensional figures are only similar if a series of transformations can be performed to map the pre-image to the image.</li> <li>Given two similar figures, describe the series of transformations that justifies this similarity.</li> <li>Use proportional reasoning to find the missing side lengths of two similar figures.</li> </ol>
	<p>8.GM.5 Extend and apply previous knowledge of angles to properties of triangles, similar figures, and parallel lines cut by a transversal.</p> <ol style="list-style-type: none"> <li>Discover that the sum of the three angles in a triangle is 180 degrees.</li> <li>Discover and use the relationship between interior and exterior angles of a triangle.</li> <li>Identify congruent and supplementary pairs of angles when two parallel lines are cut by a transversal.</li> <li>Recognize that two similar figures have congruent corresponding angles.</li> </ol>
	8.GM.6 Use models to demonstrate a proof of the Pythagorean Theorem and its converse.
	8.GM.7 Apply the Pythagorean Theorem to model and solve real-world and mathematical problems in two and three dimensions involving right triangles.
	8.GM.8 Find the distance between any two points in the coordinate plane using the Pythagorean Theorem.
	8.GM.9 Solve real-world and mathematical problems involving volumes of cones, cylinders, and spheres and the surface area of cylinders.

Data Analysis, Statistics, and Probability	<b>The student will:</b>
	<p>8.DSP.1 Investigate bivariate data.</p> <ol style="list-style-type: none"> <li>Collect bivariate data.</li> <li>Graph the bivariate data on a scatter plot.</li> <li>Describe patterns observed on a scatter plot, including clustering, outliers, and association (positive, negative, no correlation, linear, nonlinear).</li> </ol>
	8.DSP.2 Draw an approximate line of best fit on a scatter plot that appears to have a linear association and informally assess the fit of the line to the data points.
	<p>8.DSP.3 Apply concepts of an approximate line of best fit in real-world situations.</p> <ol style="list-style-type: none"> <li>Find an approximate equation for the line of best fit using two appropriate data points.</li> <li>Interpret the slope and intercept.</li> <li>Solve problems using the equation.</li> </ol>
	<p>8.DSP.4 Investigate bivariate categorical data in two-way tables.</p> <ol style="list-style-type: none"> <li>Organize bivariate categorical data in a two-way table.</li> <li>Interpret data in two-way tables using relative frequencies.</li> <li>Explore patterns of possible association between the two categorical variables.</li> </ol>
	<p>8.DSP.5 Organize data in matrices with rational numbers and apply to real-world and mathematical situations.</p> <ol style="list-style-type: none"> <li>Understand that a matrix is a way to organize data.</li> <li>Recognize that a <math>m \times n</math> matrix has <math>m</math> rows and <math>n</math> columns.</li> <li>Add and subtract matrices of the same size.</li> <li>Multiply a matrix by a scalar.</li> </ol>

## South Carolina College- and Career-Ready Standards for Mathematics High School Overview

*South Carolina College- and Career-Ready Standards for Mathematics* includes standards for the high school courses listed below. Each course is divided into Key Concepts that organize the content into broad categories of related standards. The placement of the SCCC Content Standards for Mathematics into courses establishes a minimum level of consistency and equity for all students and districts in the state. Required course standards within these eight courses affords all stakeholders a clear understanding of learning expectations for each of the courses that districts choose to offer and students choose to take based on their college and career plans. Neither the order of Key Concepts nor the order of individual standards within a Key Concept is intended to prescribe an instructional sequence. The standards should serve as the basis for development of curriculum, instruction, and assessment.

- SCCC Algebra 1
- SCCC Foundations in Algebra
- SCCC Intermediate Algebra
- SCCC Algebra 2
- SCCC Geometry
- SCCC Probability and Statistics
- SCCC Pre-Calculus
- SCCC Calculus

Standards denoted by an asterisk (\*) are SCCC Graduation Standards, a subset of the SCCC Content Standards for Mathematics that specify the mathematics high school students should know and be able to do in order to be both college- and career-ready. All SCCC-M Graduation Standards are supported and extended by the SCCC Content Standards for Mathematics. The course sequences students follow in high school should be aligned with their intended career paths that will either lead directly to the workforce or further education in post-secondary institutions. Selected course sequences will provide students with the opportunity to learn all SCCC-M Graduation Standards as appropriate for their intended career paths.

In each of the SCCC high school mathematics courses, students build on their earlier work as they expand their mathematical content knowledge and procedural skill through new mathematical experiences. Further, students deepen their mathematical knowledge and gain insight into the relevance of mathematics to other disciplines by applying their content knowledge and procedural skill in a variety of contexts. By expanding and deepening the conceptual understanding of mathematics, these high school courses prepare students for college and career readiness.

Manipulatives and technology are integral to the development of conceptual understanding in all high school mathematics courses. Using a variety of concrete materials and technological tools enables students to explore connections, make conjectures, formulate generalizations, draw conclusions, and discover new mathematical ideas by providing platforms for interacting with multiple representations. Students should use a variety of technologies, such as graphing utilities, spreadsheets, computer algebra systems, dynamic geometry software, and statistical packages, to solve problems and master standards.

# South Carolina College- and Career-Ready Standards for High School

The following is a list of standards organized by conceptual categories that appear in one or more of the South Carolina College- and Career-Ready high school mathematics courses. Standards denoted by an asterisk (\*) are SCCCR Graduation Standards as described on page 59. Many of the SCCCR Content Standards for Mathematics are threaded through multiple courses. Parameters for repeated standards are set forth in the related courses as appropriate.

## The student will:

### Algebra

#### Arithmetic with Polynomials and Rational Expressions

- AAPR.1\* Add, subtract, and multiply polynomials and understand that polynomials are closed under these operations.
- AAPR.2 Know and apply the Division Theorem and the Remainder Theorem for polynomials.
- AAPR.3 Graph polynomials identifying zeros when suitable factorizations are available and indicating end behavior. Write a polynomial function of least degree corresponding to a given graph.
- AAPR.4 Prove polynomial identities and use them to describe numerical relationships.
- AAPR.5 Apply the Binomial Theorem to expand powers of binomials, including those with one and with two variables. Use the Binomial Theorem to factor squares, cubes, and fourth powers of binomials.
- AAPR.6 Apply algebraic techniques to rewrite simple rational expressions in different forms; using inspection, long division, or, for the more complicated examples, a computer algebra system.
- AAPR.7 Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

#### Creating Equations

- ACE.1\* Create and solve equations and inequalities in one variable that model real-world problems involving linear, quadratic, simple rational, and exponential relationships. Interpret the solutions and determine whether they are reasonable.
- ACE.2\* Create equations in two or more variables to represent relationships between quantities. Graph the equations on coordinate axes using appropriate labels, units, and scales.
- ACE.3 Use systems of equations and inequalities to represent constraints arising in real-world situations. Solve such systems using graphical and analytical methods, including linear programming. Interpret the solution within the context of the situation.
- ACE.4\* Solve literal equations and formulas for a specified variable including equations and formulas that arise in a variety of disciplines.

## Reasoning with Equations and Inequalities

- AREI.1\* Understand and justify that the steps taken when solving simple equations in one variable create new equations that have the same solution as the original.
- AREI.2\* Solve simple rational and radical equations in one variable and understand how extraneous solutions may arise.
- AREI.3\* Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
- AREI.4\* Solve mathematical and real-world problems involving quadratic equations in one variable. *(Note: AREI.4a and 4b are not Graduation Standards.)*
- Use the method of completing the square to transform any quadratic equation in  $x$  into an equation of the form  $(x - h)^2 = k$  that has the same solutions. Derive the quadratic formula from this form.
  - Solve quadratic equations by inspection, taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as  $a + bi$  for real numbers  $a$  and  $b$ .
- AREI.5 Justify that the solution to a system of linear equations is not changed when one of the equations is replaced by a linear combination of the other equation.
- AREI.6\* Solve systems of linear equations algebraically and graphically focusing on pairs of linear equations in two variables. *(Note: AREI.6a and 6b are not Graduation Standards.)*
- Solve systems of linear equations using the substitution method.
  - Solve systems of linear equations using linear combination.
- AREI.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. Understand that such systems may have zero, one, two, or infinitely many solutions.
- AREI.8 Represent a system of linear equations as a single matrix equation in a vector variable.
- AREI.9 Using technology for matrices of dimension  $3 \times 3$  or greater, find the inverse of a matrix if it exists and use it to solve systems of linear equations.
- AREI.10\* Explain that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane.
- AREI.11\* Solve an equation of the form  $f(x) = g(x)$  graphically by identifying the  $x$ -coordinate(s) of the point(s) of intersection of the graphs of  $y = f(x)$  and  $y = g(x)$ .
- AREI.12\* Graph the solutions to a linear inequality in two variables.

## Structure and Expressions

- ASE.1\* Interpret the meanings of coefficients, factors, terms, and expressions based on their real-world contexts. Interpret complicated expressions as being composed of simpler expressions.
- ASE.2\* Analyze the structure of binomials, trinomials, and other polynomials in order to rewrite equivalent expressions.
- ASE.3\* Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. *(Note: ASE.3b and 3c are not Graduation Standards.)*
- Find the zeros of a quadratic function by rewriting it in equivalent factored form and explain the connection between the zeros of the function, its linear factors, the x-intercepts of its graph, and the solutions to the corresponding quadratic equation.
  - Determine the maximum or minimum value of a quadratic function by completing the square.
  - Use the properties of exponents to transform expressions for exponential functions.
- ASE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems including applications to finance.

## **Functions**

### **Building Functions**

- FBF.1\* Write a function that describes a relationship between two quantities.  
(Note: FBF.1a is not a Graduation Standard.)
- Write a function that models a relationship between two quantities using both explicit expressions and a recursive process and by combining standard forms using addition, subtraction, multiplication and division to build new functions.
  - Combine functions using the operations addition, subtraction, multiplication, and division to build new functions that describe the relationship between two quantities in mathematical and real-world situations.
- FBF.2\* Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
- FBF.3\* Describe the effect of the transformations  $kf(x)$ ,  $f(x) + k$ ,  $f(x + k)$ , and combinations of such transformations on the graph of  $y = f(x)$  for any real number  $k$ . Find the value of  $k$  given the graphs and write the equation of a transformed parent function given its graph.
- FBF.4 Understand that an inverse function can be obtained by expressing the dependent variable of one function as the independent variable of another, as  $f$  and  $g$  are inverse functions if and only if  $f(x) = y$  and  $g(y) = x$ , for all values of  $x$  in the domain of  $f$  and all values of  $y$  in the domain of  $g$ , and find inverse functions for one-to-one function or by restricting the domain.
- Use composition to verify one function is an inverse of another.
  - If a function has an inverse, find values of the inverse function from a graph or table.
- FBF.5 Understand and verify through function composition that exponential and logarithmic functions are inverses of each other and use this relationship to solve problems involving logarithms and exponents.

### **Interpreting Functions**

- FIF.1\* Extend previous knowledge of a function to apply to general behavior and features of a function.
- Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range.
  - Represent a function using function notation and explain that  $f(x)$  denotes the output of function  $f$  that corresponds to the input  $x$ .
  - Understand that the graph of a function labeled as  $f$  is the set of all ordered pairs  $(x, y)$  that satisfy the equation  $y = f(x)$ .
- FIF.2\* Evaluate functions and interpret the meaning of expressions involving function notation from a mathematical perspective and in terms of the context when the function describes a real-world situation.
- FIF.3\* Define functions recursively and recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.
- FIF.4\* Interpret key features of a function that models the relationship between two quantities when given in graphical or tabular form. Sketch the graph of a function from a verbal description showing key features. Key features include intercepts; intervals where the function is increasing, decreasing, constant, positive, or negative; relative maximums and minimums; symmetries; end behavior and periodicity.
- FIF.5\* Relate the domain and range of a function to its graph and, where applicable, to the quantitative relationship it describes.

- FIF.6\* Given a function in graphical, symbolic, or tabular form, determine the average rate of change of the function over a specified interval. Interpret the meaning of the average rate of change in a given context.
- FIF.7\* Graph functions from their symbolic representations. Indicate key features including intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior and periodicity. Graph simple cases by hand and use technology for complicated cases. *(Note: FIF.7a – d are not Graduation Standards.)*
- Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
  - Graph radical functions over their domain show end behavior.
  - Graph exponential and logarithmic functions, showing intercepts and end behavior.
  - Graph trigonometric functions, showing period, midline, and amplitude.
- FIF.8\* Translate between different but equivalent forms of a function equation to reveal and explain different properties of the function. *(Note: FIF.8a and 8b are not Graduation Standards.)*
- Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
  - Interpret expressions for exponential functions by using the properties of exponents.
- FIF.9\* Compare properties of two functions given in different representations such as algebraic, graphical, tabular, or verbal.

### Linear, Quadratic, and Exponential

- FLQE.1\* Distinguish between situations that can be modeled with linear functions or exponential functions by recognizing situations in which one quantity changes at a constant rate per unit interval as opposed to those in which a quantity changes by a constant percent rate per unit interval. *(Note: A1.FLQE.1a and 1b are not Graduation Standards.)*
- Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.
  - Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
- FLQE.2\* Create symbolic representations of linear and exponential functions, including arithmetic and geometric sequences, given graphs, verbal descriptions, and tables.
- FLQE.3\* Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or more generally as a polynomial function.
- FLQE.4\* Express a logarithm as the solution to the exponential equation,  $ab^{ct} = d$  where  $a$ ,  $c$ , and  $d$  are numbers and the base  $b$  is 2, 10, or  $e$ ; evaluate the logarithm using technology.
- FLQE.5\* Interpret the parameters in a linear or exponential function in terms of the context.

## Trigonometry

- FT.1 Understand that the radian measure of an angle is the length of the arc on the unit circle subtended by the angle.
- FT.2 Define sine and cosine as functions of the radian measure of an angle in terms of the  $x$ - and  $y$ -coordinates of the point on the unit circle corresponding to that angle and explain how these definitions are extensions of the right triangle definitions.
- Define the tangent, cotangent, secant, and cosecant functions as ratios involving sine and cosine.
  - Write cotangent, secant, and cosecant functions as the reciprocals of tangent, cosine, and sine, respectively.
- FT.3 Use special triangles to determine geometrically the values of sine, cosine, tangent for  $\frac{\pi}{3}$ ,  $\frac{\pi}{4}$ , and  $\frac{\pi}{6}$ , and use the unit circle to express the values of sine, cosine, and tangent for  $\pi - x$ ,  $\pi + x$ , and  $2\pi - x$  in terms of their values for  $x$ , where  $x$  is any real number.
- FT.4 Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.
- FT.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.
- FT.6 Define the six inverse trigonometric functions using domain restrictions for regions where the function is always increasing or always decreasing.
- FT.7 Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.
- FT.8 Justify the Pythagorean, even/odd, and cofunction identities for sine and cosine using their unit circle definitions and symmetries of the unit circle and use the Pythagorean identity to find  $\sin A$ ,  $\cos A$ , or  $\tan A$ , given  $\sin A$ ,  $\cos A$ , or  $\tan A$ , and the quadrant of the angle.
- FT.9 Justify the sum and difference formulas for sine, cosine, and tangent and use them to solve problems.

## Geometry

### Circles

- GCI.1 Prove that all circles are similar.
- GCI.2\* Identify and describe relationships among inscribed angles, radii, and chords; among inscribed angles, central angles, and circumscribed angles; and between radii and tangents to circles. Use those relationships to solve mathematical and real-world problems.
- GCI.3 Construct the inscribed and circumscribed circles of a triangle using a variety of tools, including a compass, a straightedge, and dynamic geometry software, and prove properties of angles for a quadrilateral inscribed in a circle.
- GCI.4 Construct a tangent line to a circle through a point on the circle, and construct a tangent line from a point outside a given circle to the circle; justify the process used for each construction.
- GCI.5\* Derive the formulas for the length of an arc and the area of a sector in a circle and apply these formulas to solve mathematical and real-world problems.

### Congruence

- GCO.1\* Define angle, perpendicular line, parallel line, line segment, ray, circle, and skew in terms of the undefined notions of point, line, and plane. Use geometric figures to represent and describe real-world objects.
- GCO.2\* Represent translations, reflections, rotations, and dilations of objects in the plane by using paper folding, sketches, coordinates, function notation, and dynamic geometry software, and use various representations to help understand the effects of simple transformations and their compositions.
- GCO.3\* Describe rotations and reflections that carry a regular polygon onto itself and identify types of symmetry of polygons, including line, point, rotational, and self-congruence, and use symmetry to analyze mathematical situations.
- GCO.4\* Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
- GCO.5\* Predict and describe the results of transformations on a given figure using geometric terminology from the definitions of the transformations, and describe a sequence of transformations that maps a figure onto its image.
- GCO.6\* Demonstrate that triangles and quadrilaterals are congruent by identifying a combination of translations, rotations, and reflections in various representations that move one figure onto the other.
- GCO.7\* Prove two triangles are congruent by applying the Side-Angle-Side, Angle-Side-Angle, Angle-Angle-Side, and Hypotenuse-Leg congruence conditions.
- GCO.8\* Prove, and apply in mathematical and real-world contexts, theorems about lines and angles, including the following:
- vertical angles are congruent;
  - when a transversal crosses parallel lines, alternate interior angles are congruent, alternate exterior angles are congruent, and consecutive interior angles are supplementary;
  - any point on a perpendicular bisector of a line segment is equidistant from the endpoints of the segment;
  - perpendicular lines form four right angles.

- GCO.9\* Prove, and apply in mathematical and real-world contexts, theorems about the relationships within and among triangles, including the following:
- measures of interior angles of a triangle sum to  $180^\circ$ ;
  - base angles of isosceles triangles are congruent;
  - the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length;
  - the medians of a triangle meet at a point.
- GCO.10\* Prove, and apply in mathematical and real-world contexts, theorems about parallelograms, including the following:
- opposite sides of a parallelogram are congruent;
  - opposite angles of a parallelogram are congruent;
  - diagonals of a parallelogram bisect each other;
  - rectangles are parallelograms with congruent diagonals;
  - a parallelogram is a rhombus if and only if the diagonals are perpendicular.
- GCO.11\* Construct geometric figures using a variety of tools, including a compass, a straightedge, dynamic geometry software, and paper folding, and use these constructions to make conjectures about geometric relationships.

### Geometric Measurement and Dimension

- GGMD.1\* Explain the derivations of the formulas for the circumference of a circle, area of a circle, and volume of a cylinder, pyramid, and cone. Apply these formulas to solve mathematical and real-world problems.
- GGMD.2 Explain the derivation of the formulas for the volume of a sphere and other solid figures using Cavalieri's principle.
- GGMD.3\* Apply surface area and volume formulas for prisms, cylinders, pyramids, cones, and spheres to solve problems and justify results. Include problems that involve algebraic expressions, composite figures, geometric probability, and real-world applications.
- GGMD.4 \* Describe the shapes of two-dimensional cross-sections of three-dimensional objects and use those cross-sections to solve mathematical and real-world problems.

### Expressing Geometric Properties with Equations

- GGPE.1\* Understand that the standard equation of a circle is derived from the definition of a circle and the distance formula.
- GGPE.2 Use the geometric definition of a parabola to derive its equation given the focus and directrix.
- GGPE.3 Use the geometric definition of an ellipse and of a hyperbola to derive the equation of each given the foci and points whose sum or difference of distance from the foci are constant.
- GGPE.4\* Use coordinates to prove simple geometric theorems algebraically.
- GGPE.5\* Analyze slopes of lines to determine whether lines are parallel, perpendicular, or neither. Write the equation of a line passing through a given point that is parallel or perpendicular to a given line. Solve geometric and real-world problems involving lines and slope.
- GGPE.6 Given two points, find the point on the line segment between the two points that divides the segment into a given ratio.
- GGPE.7\* Use the distance formula to determine distance and midpoint in a coordinate plane, as well as areas of triangles and rectangles, when given coordinates.

## Modeling

- GM.1\* Use geometric shapes, their measures, and their properties to describe real-world objects.
- GM.2 Use geometry concepts and methods to model real-world situations and solve problems using a model.

## Similarity, Right Triangles, and Trigonometry

- GSRT.1 Understand a dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged. Verify experimentally the properties of dilations given by a center and a scale factor. Understand the dilation of a line segment is longer or shorter in the ratio given by the scale factor.
- GSRT.2\* Use the definition of similarity to decide if figures are similar and justify decision. Demonstrate that two figures are similar by identifying a combination of translations, rotations, reflections, and dilations in various representations that move one figure onto the other.
- GSRT.3\* Prove that two triangles are similar using the Angle-Angle criterion and apply the proportionality of corresponding sides to solve problems and justify results.
- GSRT.4\* Prove, and apply in mathematical and real-world contexts, theorems involving similarity about triangles, including the following:
- A line drawn parallel to one side of a triangle divides the other two sides into parts of equal proportion.
  - A line divides two sides of a triangle proportionally, then it is parallel to the third side.
  - The square of the hypotenuse of a right triangle is equal to the sum of squares of the other two sides.
- GSRT.5\* Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
- GSRT.6\* Understand how the properties of similar right triangles allow the trigonometric ratios to be defined and determine the sine, cosine, and tangent of an acute angle in a right triangle.
- GSRT.7 Explain and use the relationship between the sine and cosine of complementary angles.
- GSRT.8\* Solve right triangles in applied problems using trigonometric ratios and the Pythagorean Theorem.
- GSRT.9 Derive the formula  $A = \frac{1}{2} ab \sin C$  for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
- GSRT.10 Prove the Laws of Sines and Cosines and use them to solve problems.
- GSRT.11 Use the Law of Sines and the Law of Cosines to solve for unknown measures of sides and angles of triangles that arise in mathematical and real-world problems.

## **Number and Quantity**

### **Quantities**

- NQ.1\* Use units of measurement to guide the solution of multi-step tasks. Choose and interpret appropriate labels, units, and scales when constructing graphs and other data displays.
- NQ.2\* Label and define appropriate quantities in descriptive modeling contexts.
- NQ.3\* Choose a level of accuracy appropriate to limitations on measurement when reporting quantities in context.

### **Real Number System**

- NRNS.1\* Rewrite expressions involving simple radicals and rational exponents in different forms.
- NRNS.2\* Use the definition of the meaning of rational exponents to translate between rational exponent and radical forms.
- NRNS.3 Explain why the sum or product of rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

### **Complex Number System**

- NCNS.1\* Know there is a complex number  $i$  such that  $i^2 = -1$ , and every complex number has the form  $a + bi$  with  $a$  and  $b$  real.
- NCNS.2 Use the relation  $i^2 = -1$  and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.
- NCNS.3 Find the conjugate of a complex number in rectangular and polar forms and use conjugates to find moduli and quotients of complex numbers.
- NCNS.4 Graph complex numbers on the complex plane in rectangular and polar form and explain why the rectangular and polar forms of a given complex number represent the same number.
- NCNS.5 Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation.
- NCNS.6 Determine the modulus of a complex number by multiplying by its conjugate and determine the distance between two complex numbers by calculating the modulus of their difference.
- NCNS.7\* Solve quadratic equations in one variable that have complex solutions.
- NCNS.8 Extend polynomial identities to the complex numbers and use DeMoivre's Theorem to calculate a power of a complex number.
- NCNS.9 Know the Fundamental Theorem of Algebra and explain why complex roots of polynomials with real coefficients must occur in conjugate pairs.

### **Vector and Matrix Quantities**

- NVMQ.1 Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes.
- NVMQ.2 Represent and model with vector quantities. Use the coordinates of an initial point and of a terminal point to find the components of a vector.
- NVMQ.3 Represent and model with vector quantities. Solve problems involving velocity and other quantities that can be represented by vectors.

- NVMQ.4 Perform operations on vectors.
- Add and subtract vectors using components of the vectors and graphically.
  - Given the magnitude and direction of two vectors, determine the magnitude of their sum and of their difference.
- NVMQ.5 Multiply a vector by a scalar, representing the multiplication graphically and computing the magnitude of the scalar multiple.
- NVMQ.6\* Use matrices to represent and manipulate data. (*Note: This Graduation Standard is covered in Grade 8.*)
- NVMQ.7 Perform operations with matrices of appropriate dimensions including addition, subtraction, and scalar multiplication.
- NVMQ.8 Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.
- NVMQ.9 Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.
- NVMQ.10 Multiply a vector by a matrix of appropriate dimension to produce another vector. Work with matrices as transformations of vectors.
- NVMQ.11 Apply  $2 \times 2$  matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.

## **Statistics and Probability**

### **Conditional Probability and Rules of Probability**

- SPCR.1 Describe events as subsets of a sample space and
- Use Venn diagrams to represent intersections, unions, and complements.
  - Relate intersections, unions, and complements to the words and, or, and not.
  - Represent sample spaces for compound events using Venn diagrams.
- SPCR.2 Use the multiplication rule to calculate probabilities for independent and dependent events. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.
- SPCR.3 Understand the conditional probability of A given B as  $P(A \text{ and } B)/P(B)$ , and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.
- SPCR.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities.
- SPCR.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.
- SPCR.6 Calculate the conditional probability of an event A given event B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.
- SPCR.7 Apply the Addition Rule and the Multiplication Rule to determine probabilities, including conditional probabilities, and interpret the results in terms of the probability model.
- SPCR.8 Use permutations and combinations to solve mathematical and real-world problems, including determining probabilities of compound events. Justify the results.

### **Making Inferences and Justifying Conclusions**

- SPMJ.1\* Understand statistics and sampling distributions as a process for making inferences about population parameters based on a random sample from that population.
- SPMJ.2\* Distinguish between experimental and theoretical probabilities. Collect data on a chance event and use the relative frequency to estimate the theoretical probability of that event. Determine whether a given probability model is consistent with experimental results.
- SPMJ.3 Plan and conduct a survey to answer a statistical question. Recognize how the plan addresses sampling technique, randomization, measurement of experimental error and methods to reduce bias.
- SPMJ.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
- SPMJ.5 Distinguish between experiments and observational studies. Determine which of two or more possible experimental designs will best answer a given research question and justify the choice based on statistical significance.
- SPMJ.6 Evaluate claims and conclusions in published reports or articles based on data by analyzing study design and the collection, analysis, and display of the data.

## Interpreting Data

- SPID.1\* Select and create an appropriate display, including dot plots, histograms, and box plots, for data that includes all real numbers.
- SPID.2\* Use statistics appropriate to the shape of the data distribution to compare center and spread of two or more different data sets that include all real numbers.
- SPID.3\* Summarize and represent data from a single data set. Interpret differences in shape, center, and spread in the context of the data set, accounting for possible effects of extreme data points (outliers).
- SPID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
- SPID.5\* Analyze bivariate categorical data using two-way tables and identify possible associations between the two categories using marginal, joint, and conditional frequencies.
- SPID.6\* Using technology, create scatterplots and analyze those plots to compare the fit of linear, quadratic, or exponential models to a given data set. Select the appropriate model, fit a function to the data set, and use the function to solve problems in the context of the data.
- SPID.7\* Create a linear function to graphically model data from a real-world problem and interpret the meaning of the slope and intercept(s) in the context of the given problem.
- SPID.8\* Using technology, compute and interpret the correlation coefficient of a linear fit.
- SPID.9 Differentiate between correlation and causation when describing the relationship between two variables. Identify potential lurking variables which may explain an association between two variables.
- SPID.10 Create residual plots and analyze those plots to compare the fit of linear, quadratic, and exponential models to a given data set. Select the appropriate model and use it for interpolation.

## Using Probability to Make Decisions

- SPMD.1 Develop the probability distribution for a random variable defined for a sample space in which a theoretical probability can be calculated and graph the distribution.
- SPMD.2 Calculate the expected value of a random variable as the mean of its probability distribution. Find expected values by assigning probabilities to payoff values. Use expected values to evaluate and compare strategies in real-world scenarios.
- SPMD.3 Construct and compare theoretical and experimental probability distributions and use those distributions to find expected values.
- SPMD.4\* Use probability to evaluate outcomes of decisions by finding expected values and determine if decisions are fair.
- SPMD.5\* Use probability to evaluate outcomes of decisions. Use probabilities to make fair decisions.
- SPMD.6\* Analyze decisions and strategies using probability concepts.

## Calculus

### Limits and Continuity

- LC.1 Understand the concept of a limit graphically, numerically, analytically, and contextually.
- Estimate and verify limits using tables, graphs of functions, and technology.
  - Calculate limits, including one-sided limits, algebraically using direct substitution, simplification, rationalization, and the limit laws for constant multiples, sums, differences, products, and quotients.
  - Calculate infinite limits and limits at infinity. Understand that infinite limits and limits at infinity provide information regarding the asymptotes of certain functions, including rational, exponential and logarithmic functions.
- LC.2 Understand the definition and graphical interpretation of continuity of a function.
- Apply the definition of continuity of a function at a point to solve problems.
  - Classify discontinuities as removable, jump, or infinite. Justify that classification using the definition of continuity.
  - Understand the Intermediate Value Theorem and apply the theorem to prove the existence of solutions of equations arising in mathematical and real-world problems.

### Derivatives

- D.1 Understand the concept of the derivative of a function geometrically, numerically, analytically, and verbally.
- Interpret the value of the derivative of a function as the slope of the corresponding tangent line.
  - Interpret the value of the derivative as an instantaneous rate of change in a variety of real-world contexts such as velocity and population growth.
  - Approximate the derivative graphically by finding the slope of the tangent line drawn to a curve at a given point and numerically by using the difference quotient.
  - Understand and explain graphically and analytically the relationship between differentiability and continuity.
  - Explain graphically and analytically the relationship between the average rate of change and the instantaneous rate of change.
  - Understand the definition of the derivative and use this definition to determine the derivatives of various functions.
- D.2 Apply the rules of differentiation to functions.
- Know and apply the derivatives of constant, power, trigonometric, inverse trigonometric, exponential, and logarithmic functions.
  - Use the constant multiple, sum, difference, product, quotient, and chain rules to find the derivatives of functions.
  - Understand and apply the methods of implicit and logarithmic differentiation.

- D.3 Apply theorems and rules of differentiation to solve mathematical and real-world problems.
- Explain geometrically and verbally the mathematical and real-world meanings of the Extreme Value Theorem and the Mean Value Theorem.
  - Write an equation of a line tangent to the graph of a function at a point.
  - Explain the relationship between the increasing/decreasing behavior of  $f$  and the signs of  $f'$ . Use the relationship to generate a graph of  $f$  given the graph of  $f'$ , and vice versa, and to identify relative and absolute extrema of  $f$ .
  - Explain the relationships among the concavity of the graph of  $f$ , the increasing/decreasing behavior of  $f'$  and the signs of  $f''$ . Use those relationships to generate graphs of  $f$ ,  $f'$ , and  $f''$  given any one of them and identify the points of inflection of  $f$ .
  - Solve a variety of real-world problems involving related rates, optimization, linear approximation, and rates of change.

## Integrals

- C.I.1 Understand the concept of the integral of a function geometrically, numerically, analytically, and contextually.
- Explain how the definite integral is used to solve area problems.
  - Approximate definite integrals by calculating Riemann sums using left, right, and mid-point evaluations, and using trapezoidal sums.
  - Interpret the definite integral as a limit of Riemann sums.
  - Explain the relationship between the integral and derivative as expressed in both parts of the Fundamental Theorem of Calculus. Interpret the relationship in terms of rates of change.
- C.I.2 Apply theorems and rules of integration to solve mathematical and real-world problems.
- Apply the Fundamental Theorems of Calculus to solve mathematical and real-world problems.
  - Explain graphically and verbally the properties of the definite integral. Apply these properties to evaluate basic definite integrals.
  - Evaluate integrals using substitution.

## **South Carolina College- and Career-Ready (SCCCR) Algebra 1 Overview**

South Carolina College- and Career-Ready (SCCCR) Algebra 1 is designed to provide students with knowledge and skills to solve problems using simple algebraic tools critically important for college and careers. In SCCCR Algebra 1, students build on the conceptual knowledge and skills they mastered in earlier grades in areas such as algebraic thinking, data analysis, and proportional reasoning.

In this course, students are expected to apply mathematics in meaningful ways to solve problems that arise in the workplace, society, and everyday life through the process of modeling. Mathematical modeling involves creating appropriate equations, graphs, functions, or other mathematical representations to analyze real-world situations and answer questions. Use of technological tools, such as hand-held graphing calculators, is important in creating and analyzing mathematical representations used in the modeling process and should be used during instruction and assessment. However, technology should not be limited to hand-held graphing calculators. Students should use a variety of technologies, such as graphing utilities, spreadsheets, and computer algebra systems, to solve problems and to master standards in all Key Concepts of this course.

# **South Carolina College- and Career-Ready (SCCCR) Algebra 1**

## **South Carolina College- and Career-Ready Mathematical Process Standards**

The South Carolina College- and Career-Ready (SCCCR) Mathematical Process Standards demonstrate the ways in which students develop conceptual understanding of mathematical content and apply mathematical skills. As a result, the SCCCR Mathematical Process Standards should be integrated within the SCCCR Content Standards for Mathematics for each grade level and course. Since the process standards drive the pedagogical component of teaching and serve as the means by which students should demonstrate understanding of the content standards, the process standards must be incorporated as an integral part of overall student expectations when assessing content understanding.

Students who are college- and career-ready take a productive and confident approach to mathematics. They are able to recognize that mathematics is achievable, sensible, useful, doable, and worthwhile. They also perceive themselves as effective learners and practitioners of mathematics and understand that a consistent effort in learning mathematics is beneficial.

The Program for International Student Assessment defines mathematical literacy as “an individual’s capacity to formulate, employ, and interpret mathematics in a variety of contexts. It includes reasoning mathematically and using mathematical concepts, procedures, facts, and tools to describe, explain, and predict phenomena. It assists individuals to recognize the role that mathematics plays in the world and to make the well-founded judgments and decisions needed by constructive, engaged and reflective citizens” (Organization for Economic Cooperation and Development, 2012).

A mathematically literate student can:

### **1. Make sense of problems and persevere in solving them.**

- a. Relate a problem to prior knowledge.
- b. Recognize there may be multiple entry points to a problem and more than one path to a solution.
- c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.
- d. Evaluate the success of an approach to solve a problem and refine it if necessary.

### **2. Reason both contextually and abstractly.**

- a. Make sense of quantities and their relationships in mathematical and real-world situations.
- b. Describe a given situation using multiple mathematical representations.
- c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.
- d. Connect the meaning of mathematical operations to the context of a given situation.

- 3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.**
  - a. Construct and justify a solution to a problem.
  - b. Compare and discuss the validity of various reasoning strategies.
  - c. Make conjectures and explore their validity.
  - d. Reflect on and provide thoughtful responses to the reasoning of others.
  
- 4. Connect mathematical ideas and real-world situations through modeling.**
  - a. Identify relevant quantities and develop a model to describe their relationships.
  - b. Interpret mathematical models in the context of the situation.
  - c. Make assumptions and estimates to simplify complicated situations.
  - d. Evaluate the reasonableness of a model and refine if necessary.
  
- 5. Use a variety of mathematical tools effectively and strategically.**
  - a. Select and use appropriate tools when solving a mathematical problem.
  - b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.
  
- 6. Communicate mathematically and approach mathematical situations with precision.**
  - a. Express numerical answers with the degree of precision appropriate for the context of a situation.
  - b. Represent numbers in an appropriate form according to the context of the situation.
  - c. Use appropriate and precise mathematical language.
  - d. Use appropriate units, scales, and labels.
  
- 7. Identify and utilize structure and patterns.**
  - a. Recognize complex mathematical objects as being composed of more than one simple object.
  - b. Recognize mathematical repetition in order to make generalizations.
  - c. Look for structures to interpret meaning and develop solution strategies.

## South Carolina College- and Career-Ready (SCCCR) Algebra 1

Key Concepts	Standards
Arithmetic with Polynomials and Rational Expressions	<b>The student will:</b>
	A1.AAPR.1* Add, subtract, and multiply polynomials and understand that polynomials are closed under these operations. (Limit to linear; quadratic.)
Creating Equations	<b>The student will:</b>
	A1.ACE.1* Create and solve equations and inequalities in one variable that model real-world problems involving linear, quadratic, simple rational, and exponential relationships. Interpret the solutions and determine whether they are reasonable. (Limit to linear; quadratic; exponential with integer exponents.)
	A1.ACE.2* Create equations in two or more variables to represent relationships between quantities. Graph the equations on coordinate axes using appropriate labels, units, and scales. (Limit to linear; quadratic; exponential with integer exponents; direct and indirect variation.)
	A1.ACE.4* Solve literal equations and formulas for a specified variable including equations and formulas that arise in a variety of disciplines.
Reasoning with Equations and Inequalities	<b>The student will:</b>
	A1.AREI.1* Understand and justify that the steps taken when solving simple equations in one variable create new equations that have the same solution as the original.
	A1.AREI.3* Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
	A1.AREI.4* Solve mathematical and real-world problems involving quadratic equations in one variable. <i>(Note: A1.AREI.4a and 4b are not Graduation Standards.)</i> <ol style="list-style-type: none"> <li>a. Use the method of completing the square to transform any quadratic equation in <math>x</math> into an equation of the form <math>(x - h)^2 = k</math> that has the same solutions. Derive the quadratic formula from this form.</li> <li>b. Solve quadratic equations by inspection, taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as <math>a + bi</math> for real numbers <math>a</math> and <math>b</math>. (Limit to non-complex roots.)</li> </ol>
	A1.AREI.5 Justify that the solution to a system of linear equations is not changed when one of the equations is replaced by a linear combination of the other equation.

	<p>A1.AREI.6* Solve systems of linear equations algebraically and graphically focusing on pairs of linear equations in two variables. (Note: A1.AREI.6a and 6b are not Graduation Standards.)</p> <ol style="list-style-type: none"> <li>Solve systems of linear equations using the substitution method.</li> <li>Solve systems of linear equations using linear combination.</li> </ol>
	<p>A1.AREI.10* Explain that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane.</p>
	<p>A1.AREI.11* Solve an equation of the form <math>f(x) = g(x)</math> graphically by identifying the <math>x</math>-coordinate(s) of the point(s) of intersection of the graphs of <math>y = f(x)</math> and <math>y = g(x)</math>. (Limit to linear; quadratic; exponential.)</p>
	<p>A1.AREI.12* Graph the solutions to a linear inequality in two variables.</p>
<b>Structure and Expressions</b>	<b>The student will:</b>
	<p>A1.ASE.1* Interpret the meanings of coefficients, factors, terms, and expressions based on their real-world contexts. Interpret complicated expressions as being composed of simpler expressions. (Limit to linear; quadratic; exponential.)</p>
	<p>A1.ASE.2* Analyze the structure of binomials, trinomials, and other polynomials in order to rewrite equivalent expressions.</p>
	<p>A1.ASE.3* Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p> <ol style="list-style-type: none"> <li>Find the zeros of a quadratic function by rewriting it in equivalent factored form and explain the connection between the zeros of the function, its linear factors, the <math>x</math>-intercepts of its graph, and the solutions to the corresponding quadratic equation.</li> </ol>
<b>Building Functions</b>	<b>The student will:</b>
	<p>A1.FBF.3* Describe the effect of the transformations <math>kf(x)</math>, <math>f(x) + k</math>, <math>f(x + k)</math>, and combinations of such transformations on the graph of <math>y = f(x)</math> for any real number <math>k</math>. Find the value of <math>k</math> given the graphs and write the equation of a transformed parent function given its graph. (Limit to linear; quadratic; exponential with integer exponents; vertical shift and vertical stretch.)</p>
<b>Interpreting Function</b>	<b>The student will:</b>
	<p>A1.FIF.1* Extend previous knowledge of a function to apply to general behavior and features of a function.</p> <ol style="list-style-type: none"> <li>Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range.</li> <li>Represent a function using function notation and explain that <math>f(x)</math> denotes the output of function <math>f</math> that corresponds to the input <math>x</math>.</li> <li>Understand that the graph of a function labeled as <math>f</math> is the set of all ordered pairs <math>(x, y)</math> that satisfy the equation <math>y = f(x)</math>.</li> </ol>
	<p>A1.FIF.2* Evaluate functions and interpret the meaning of expressions involving function notation from a mathematical perspective and in terms of the context when the function describes a real-world situation.</p>

	A1.FIF.4*	Interpret key features of a function that models the relationship between two quantities when given in graphical or tabular form. Sketch the graph of a function from a verbal description showing key features. Key features include intercepts; intervals where the function is increasing, decreasing, constant, positive, or negative; relative maximums and minimums; symmetries; end behavior and periodicity. (Limit to linear; quadratic; exponential.)
	A1.FIF.5*	Relate the domain and range of a function to its graph and, where applicable, to the quantitative relationship it describes. (Limit to linear; quadratic; exponential.)
	A1.FIF.6*	Given a function in graphical, symbolic, or tabular form, determine the average rate of change of the function over a specified interval. Interpret the meaning of the average rate of change in a given context. (Limit to linear; quadratic; exponential.)
	A1.FIF.7*	Graph functions from their symbolic representations. Indicate key features including intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior and periodicity. Graph simple cases by hand and use technology for complicated cases. (Limit to linear; quadratic; exponential only in the form $y = a^x + k$ .)
	A1.FIF.8*	Translate between different but equivalent forms of a function equation to reveal and explain different properties of the function. (Limit to linear; quadratic; exponential.) <i>(Note: A1.FIF.8a is not a Graduation Standard.)</i> a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
	A1.FIF.9*	Compare properties of two functions given in different representations such as algebraic, graphical, tabular, or verbal. (Limit to linear; quadratic; exponential.)
	<b>The student will:</b>	
Linear, Quadratic, and Exponential	A1.FLQE.1*	Distinguish between situations that can be modeled with linear functions or exponential functions by recognizing situations in which one quantity changes at a constant rate per unit interval as opposed to those in which a quantity changes by a constant percent rate per unit interval. <i>(Note: A1.FLQE.1a is not a Graduation Standard.)</i> a. Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.
	A1.FLQE.2*	Create symbolic representations of linear and exponential functions, including arithmetic and geometric sequences, given graphs, verbal descriptions, and tables. (Limit to linear; exponential.)
	A1.FLQE.3*	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or more generally as a polynomial function.
	A1.FLQE.5*	Interpret the parameters in a linear or exponential function in terms of the context. (Limit to linear.)

<b>Quantities</b>	<b>The student will:</b>	
	A1.NQ.1*	Use units of measurement to guide the solution of multi-step tasks. Choose and interpret appropriate labels, units, and scales when constructing graphs and other data displays.
	A1.NQ.2*	Label and define appropriate quantities in descriptive modeling contexts.
	A1.NQ.3*	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities in context.
<b>Real Number System</b>	<b>The student will:</b>	
	A1.NRNS.1*	Rewrite expressions involving simple radicals and rational exponents in different forms.
	A1.NRNS.2*	Use the definition of the meaning of rational exponents to translate between rational exponent and radical forms.
	A1.NRNS.3	Explain why the sum or product of rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.
<b>Interpreting Data</b>	<b>The student will:</b>	
	A1.SPID.6*	Using technology, create scatterplots and analyze those plots to compare the fit of linear, quadratic, or exponential models to a given data set. Select the appropriate model, fit a function to the data set, and use the function to solve problems in the context of the data.
	A1.SPID.7*	Create a linear function to graphically model data from a real-world problem and interpret the meaning of the slope and intercept(s) in the context of the given problem.
	A1.SPID.8*	Using technology, compute and interpret the correlation coefficient of a linear fit.

## **South Carolina College- and Career-Ready (SCCCR) Foundations in Algebra Overview**

Algebra 1 is the backbone of high school mathematics and prepares students for success in all subsequent mathematics courses. Therefore, it is crucial that all students are successful in Algebra 1. As a result, one pathway offered to South Carolina students includes a two-course integrated sequence that should be offered to students who may need additional support in order to be successful in Algebra 1. South Carolina College- and Career-Ready (SCCCR) Foundations in Algebra is the first course in this two-course integrated sequence designed to prepare students for college and career readiness by providing a foundation in algebra, probability, and statistics.

This course builds on the conceptual knowledge and skills students mastered in earlier grades in areas such as algebraic thinking, probability, data analysis, and proportional reasoning. Students who complete this two-course integrated sequence will be given the opportunity to master several standards from SCCCR Algebra 2 and SCCCR Probability and Statistics in addition to all of the standards from SCCCR Algebra 1.

In this course, students are expected to apply mathematics in meaningful ways to solve problems that arise in the workplace, society, and everyday life through the process of modeling. Mathematical modeling involves creating appropriate equations, graphs, functions, or other mathematical representations to analyze real-world situations and answer questions. Use of technological tools, such as hand-held graphing calculators, is important in creating and analyzing mathematical representations used in the modeling process and should be used during instruction and assessment. However, technology should not be limited to hand-held graphing calculators. Students should use a variety of technologies, such as graphing utilities, spreadsheets, and computer algebra systems, to solve problems and to master standards in all Key Concepts of this course.

# **South Carolina College- and Career-Ready (SCCCR) Foundations in Algebra**

## **South Carolina College- and Career-Ready Mathematical Process Standards**

The South Carolina College- and Career-Ready (SCCCR) Mathematical Process Standards demonstrate the ways in which students develop conceptual understanding of mathematical content and apply mathematical skills. As a result, the SCCCR Mathematical Process Standards should be integrated within the SCCCR Content Standards for Mathematics for each grade level and course. Since the process standards drive the pedagogical component of teaching and serve as the means by which students should demonstrate understanding of the content standards, the process standards must be incorporated as an integral part of overall student expectations when assessing content understanding.

Students who are college- and career-ready take a productive and confident approach to mathematics. They are able to recognize that mathematics is achievable, sensible, useful, doable, and worthwhile. They also perceive themselves as effective learners and practitioners of mathematics and understand that a consistent effort in learning mathematics is beneficial.

The Program for International Student Assessment defines mathematical literacy as “an individual’s capacity to formulate, employ, and interpret mathematics in a variety of contexts. It includes reasoning mathematically and using mathematical concepts, procedures, facts, and tools to describe, explain, and predict phenomena. It assists individuals to recognize the role that mathematics plays in the world and to make the well-founded judgments and decisions needed by constructive, engaged and reflective citizens” (Organization for Economic Cooperation and Development, 2012).

A mathematically literate student can:

### **1. Make sense of problems and persevere in solving them.**

- a. Relate a problem to prior knowledge.
- b. Recognize there may be multiple entry points to a problem and more than one path to a solution.
- c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.
- d. Evaluate the success of an approach to solve a problem and refine it if necessary.

### **2. Reason both contextually and abstractly.**

- a. Make sense of quantities and their relationships in mathematical and real-world situations.
- b. Describe a given situation using multiple mathematical representations.
- c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.
- d. Connect the meaning of mathematical operations to the context of a given situation.

- 3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.**
  - a. Construct and justify a solution to a problem.
  - b. Compare and discuss the validity of various reasoning strategies.
  - c. Make conjectures and explore their validity.
  - d. Reflect on and provide thoughtful responses to the reasoning of others.
- 4. Connect mathematical ideas and real-world situations through modeling.**
  - a. Identify relevant quantities and develop a model to describe their relationships.
  - b. Interpret mathematical models in the context of the situation.
  - c. Make assumptions and estimates to simplify complicated situations.
  - d. Evaluate the reasonableness of a model and refine if necessary.
- 5. Use a variety of mathematical tools effectively and strategically.**
  - a. Select and use appropriate tools when solving a mathematical problem.
  - b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.
- 6. Communicate mathematically and approach mathematical situations with precision.**
  - a. Express numerical answers with the degree of precision appropriate for the context of a situation.
  - b. Represent numbers in an appropriate form according to the context of the situation.
  - c. Use appropriate and precise mathematical language.
  - d. Use appropriate units, scales, and labels.
- 7. Identify and utilize structure and patterns.**
  - a. Recognize complex mathematical objects as being composed of more than one simple object.
  - b. Recognize mathematical repetition in order to make generalizations.
  - c. Look for structures to interpret meaning and develop solution strategies.

## South Carolina College- and Career-Ready (SCCCR) Foundations in Algebra

Key Concepts	Standards
<b>Creating Equations</b>	<b>The student will:</b>
	FA.ACE.1* Create and solve equations and inequalities in one variable that model real-world problems involving linear, quadratic, simple rational, and exponential relationships. Interpret the solutions and determine whether they are reasonable. (Limit to linear; quadratic; exponential with integer exponents.)
	FA.ACE.2* Create equations in two or more variables to represent relationships between quantities. Graph the equations on coordinate axes using appropriate labels, units, and scales. (Limit to linear; quadratic; exponential with integer exponents; direct and indirect variation.)
	FA.ACE.4* Solve literal equations and formulas for a specified variable including equations and formulas that arise in a variety of disciplines.
<b>Reasoning with Equations and Inequalities</b>	<b>The student will:</b>
	FA.AREI.1* Understand and justify that the steps taken when solving simple equations in one variable create new equations that have the same solution as the original.
	FA.AREI.3* Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
	FA.AREI.5 Justify that the solution to a system of linear equations is not changed when one of the equations is replaced by a linear combination of the other equation.
	FA.AREI.6* Solve systems of linear equations algebraically and graphically focusing on pairs of linear equations in two variables. (Note: FA.AREI.6a and 6b are not Graduation Standards.) a. Solve systems of linear equations using the substitution method. b. Solve systems of linear equations using linear combination.
	FA.AREI.10* Explain that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane.
	FA.AREI.11* Solve an equation of the form $f(x) = g(x)$ graphically by identifying the $x$ -coordinate(s) of the point(s) of intersection of the graphs of $y = f(x)$ and $y = g(x)$ . (Limit to linear; quadratic; exponential.)
	FA.AREI.12* Graph the solutions to a linear inequality in two variables.
<b>Structure and Expressions</b>	<b>The student will:</b>
	FA.ASE.1* Interpret the meanings of coefficients, factors, terms, and expressions based on their real-world contexts. Interpret complicated expressions as being composed of simpler expressions. (Limit to linear; quadratic; exponential.)

<b>Building Functions</b>	<b>The student will:</b>
	FA.FBF.3* Describe the effect of the transformations $kf(x)$ , $f(x) + k$ , $f(x + k)$ , and combinations of such transformations on the graph of $y = f(x)$ for any real number $k$ . Find the value of $k$ given the graphs and write the equation of a transformed parent function given its graph. (Limit to linear; quadratic; exponential with integer exponents; vertical shift and vertical stretch.)
<b>Interpreting Function</b>	<b>The student will:</b>
	FA.FIF.1* Extend previous knowledge of a function to apply to general behavior and features of a function. <ul style="list-style-type: none"> <li>a. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range.</li> <li>b. Represent a function using function notation and explain that <math>f(x)</math> denotes the output of function <math>f</math> that corresponds to the input <math>x</math>.</li> <li>c. Understand that the graph of a function labeled as <math>f</math> is the set of all ordered pairs <math>(x, y)</math> that satisfy the equation <math>y = f(x)</math>.</li> </ul>
	FA.FIF.2* Evaluate functions and interpret the meaning of expressions involving function notation from a mathematical perspective and in terms of the context when the function describes a real-world situation.
	FA.FIF.4* Interpret key features of a function that models the relationship between two quantities when given in graphical or tabular form. Sketch the graph of a function from a verbal description showing key features. Key features include intercepts; intervals where the function is increasing, decreasing, constant, positive, or negative; relative maximums and minimums; symmetries; end behavior and periodicity. (Limit to linear; quadratic; exponential.)
	FA.FIF.5* Relate the domain and range of a function to its graph and, where applicable, to the quantitative relationship it describes. (Limit to linear; quadratic; exponential.)
	FA.FIF.7* Graph functions from their symbolic representations. Indicate key features including intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior and periodicity. Graph simple cases by hand and use technology for complicated cases. (Limit to linear; quadratic; exponential only in the form $y = a^x + k$ .)
	FA.FIF.8* Translate between different but equivalent forms of a function equation to reveal and explain different properties of the function. (Limit to linear; quadratic; exponential.) (Note: FA.FIF.8a is not a Graduation Standard.) <ul style="list-style-type: none"> <li>a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.</li> </ul>
	FA.FIF.9* Compare properties of two functions given in different representations such as algebraic, graphical, tabular, or verbal. (Limit to linear; quadratic; exponential.)

<b>Linear, Quadratic, and Exponential</b>	<b>The student will:</b>
	FA.FLQE.1* Distinguish between situations that can be modeled with linear functions or exponential functions by recognizing situations in which one quantity changes at a constant rate per unit interval as opposed to those in which a quantity changes by a constant percent rate per unit interval. (Note: FA.FLQE.1a is not a Graduation Standard.) a. Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.
	FA.FLQE.3* Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or more generally as a polynomial function.
	FA.FLQE.5* Interpret the parameters in a linear or exponential function in terms of the context. (Limit to linear.)
<b>Quantities</b>	<b>The student will:</b>
	FA.NQ.1* Use units of measurement to guide the solution of multi-step tasks. Choose and interpret appropriate labels, units, and scales when constructing graphs and other data displays.
	FA.NQ.2* Label and define appropriate quantities in descriptive modeling contexts.
	FA.NQ.3* Choose a level of accuracy appropriate to limitations on measurement when reporting quantities in context.
<b>Real Number System</b>	<b>The student will:</b>
	FA.NRNS.1* Rewrite expressions involving simple radicals and rational exponents in different forms.
	FA.NRNS.2* Use the definition of the meaning of rational exponents to translate between rational exponent and radical forms.
	FA.NRNS.3 Explain why the sum or product of rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.
<b>Interpreting Data</b>	<b>The student will:</b>
	FA.SPID.5* Analyze bivariate categorical data using two-way tables and identify possible associations between the two categories using marginal, joint, and conditional frequencies.
	FA.SPID.6* Using technology, create scatterplots and analyze those plots to compare the fit of linear, quadratic, or exponential models to a given data set. Select the appropriate model, fit a function to the data set, and use the function to solve problems in the context of the data.
	FA.SPID.7* Create a linear function to graphically model data from a real-world problem and interpret the meaning of the slope and intercept(s) in the context of the given problem.
	FA.SPID.8* Using technology, compute and interpret the correlation coefficient of a linear fit.

<b>Making Inferences and Justifying Conclusions</b>	<b>The student will:</b>	
	FA.SPMJ.1*	Understand statistics and sampling distributions as a process for making inferences about population parameters based on a random sample from that population.
	FA.SPMJ.2*	Distinguish between experimental and theoretical probabilities. Collect data on a chance event and use the relative frequency to estimate the theoretical probability of that event. Determine whether a given probability model is consistent with experimental results.
<b>Using Probability to Make Decisions</b>	<b>The student will:</b>	
	FA.SPMD.4*	Use probability to evaluate outcomes of decisions by finding expected values and determine if decisions are fair.
	FA.SPMD.5*	Use probability to evaluate outcomes of decisions. Use probabilities to make fair decisions.
	FA.SPMD.6*	Analyze decisions and strategies using probability concepts.

## **South Carolina College- and Career-Ready (SCCCR) Intermediate Algebra Overview**

Algebra 1 is the backbone of high school mathematics and prepares students for success in all subsequent mathematics courses. Therefore, it is crucial that all students are successful in Algebra 1. As a result, one pathway offered to South Carolina students includes a two-course integrated sequence that should be offered to students who may need additional support in order to be successful in Algebra 1. South Carolina College- and Career-Ready (SCCCR) Intermediate Algebra is the second course in this two-course integrated sequence designed to prepare students for college and career readiness by providing a foundation in algebra, probability, and statistics.

This course builds on the conceptual knowledge and skills students mastered in SCCCR Foundations in Algebra and in earlier grades in areas such as algebraic thinking, statistics, data analysis, and proportional reasoning. Students who complete this two-course integrated sequence will be given the opportunity to master several standards from SCCCR Algebra 2 and SCCCR Probability and Statistics in addition to all of the standards from SCCCR Algebra 1.

In this course, students are expected to apply mathematics in meaningful ways to solve problems that arise in the workplace, society, and everyday life through the process of modeling. Mathematical modeling involves creating appropriate equations, graphs, functions, or other mathematical representations to analyze real-world situations and answer questions. Use of technological tools, such as hand-held graphing calculators, is important in creating and analyzing mathematical representations used in the modeling process and should be used during instruction and assessment. However, technology should not be limited to hand-held graphing calculators. Students should use a variety of technologies, such as graphing utilities, spreadsheets, statistical software, and computer algebra systems, to solve problems and to master standards in all Key Concepts of this course.

# South Carolina College- and Career-Ready (SCCCR) Intermediate Algebra

## South Carolina College- and Career-Ready Mathematical Process Standards

The South Carolina College- and Career-Ready (SCCCR) Mathematical Process Standards demonstrate the ways in which students develop conceptual understanding of mathematical content and apply mathematical skills. As a result, the SCCCR Mathematical Process Standards should be integrated within the SCCCR Content Standards for Mathematics for each grade level and course. Since the process standards drive the pedagogical component of teaching and serve as the means by which students should demonstrate understanding of the content standards, the process standards must be incorporated as an integral part of overall student expectations when assessing content understanding.

Students who are college- and career-ready take a productive and confident approach to mathematics. They are able to recognize that mathematics is achievable, sensible, useful, doable, and worthwhile. They also perceive themselves as effective learners and practitioners of mathematics and understand that a consistent effort in learning mathematics is beneficial.

The Program for International Student Assessment defines mathematical literacy as “an individual’s capacity to formulate, employ, and interpret mathematics in a variety of contexts. It includes reasoning mathematically and using mathematical concepts, procedures, facts, and tools to describe, explain, and predict phenomena. It assists individuals to recognize the role that mathematics plays in the world and to make the well-founded judgments and decisions needed by constructive, engaged and reflective citizens” (Organization for Economic Cooperation and Development, 2012).

A mathematically literate student can:

### **1. Make sense of problems and persevere in solving them.**

- a. Relate a problem to prior knowledge.
- b. Recognize there may be multiple entry points to a problem and more than one path to a solution.
- c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.
- d. Evaluate the success of an approach to solve a problem and refine it if necessary.

### **2. Reason both contextually and abstractly.**

- a. Make sense of quantities and their relationships in mathematical and real-world situations.
- b. Describe a given situation using multiple mathematical representations.
- c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.
- d. Connect the meaning of mathematical operations to the context of a given situation.

- 3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.**
  - a. Construct and justify a solution to a problem.
  - b. Compare and discuss the validity of various reasoning strategies.
  - c. Make conjectures and explore their validity.
  - d. Reflect on and provide thoughtful responses to the reasoning of others.
  
- 4. Connect mathematical ideas and real-world situations through modeling.**
  - a. Identify relevant quantities and develop a model to describe their relationships.
  - b. Interpret mathematical models in the context of the situation.
  - c. Make assumptions and estimates to simplify complicated situations.
  - d. Evaluate the reasonableness of a model and refine if necessary.
  
- 5. Use a variety of mathematical tools effectively and strategically.**
  - a. Select and use appropriate tools when solving a mathematical problem.
  - b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.
  
- 6. Communicate mathematically and approach mathematical situations with precision.**
  - a. Express numerical answers with the degree of precision appropriate for the context of a situation.
  - b. Represent numbers in an appropriate form according to the context of the situation.
  - c. Use appropriate and precise mathematical language.
  - d. Use appropriate units, scales, and labels.
  
- 7. Identify and utilize structure and patterns.**
  - a. Recognize complex mathematical objects as being composed of more than one simple object.
  - b. Recognize mathematical repetition in order to make generalizations.
  - c. Look for structures to interpret meaning and develop solution strategies.

## South Carolina College- and Career-Ready (SCCCR) Intermediate Algebra

Key Concepts	Standards
Arithmetic with Polynomials and Rational Expressions	<b>The student will:</b>
	IA.AAPR.1* Add, subtract, and multiply polynomials and understand that polynomials are closed under these operations.
Creating Equations	<b>The student will:</b>
	IA.ACE.1* Create and solve equations and inequalities in one variable that model real-world problems involving linear, quadratic, simple rational, and exponential relationships. Interpret the solutions and determine whether they are reasonable.
	IA.ACE.2* Create equations in two or more variables to represent relationships between quantities. Graph the equations on coordinate axes using appropriate labels, units, and scales.
	IA.ACE.4* Solve literal equations and formulas for a specified variable including equations and formulas that arise in a variety of disciplines.
Reasoning with Equations and Inequalities	<b>The student will:</b>
	IA.AREI.2* Solve simple rational and radical equations in one variable and understand how extraneous solutions may arise.
	IA.AREI.4* Solve mathematical and real-world problems involving quadratic equations in one variable. <i>(Note: IA.AREI.4a and 4b are not Graduation Standards.)</i> <ol style="list-style-type: none"> <li>a. Use the method of completing the square to transform any quadratic equation in <math>x</math> into an equation of the form <math>(x - h)^2 = k</math> that has the same solutions. Derive the quadratic formula from this form.</li> <li>b. Solve quadratic equations by inspection, taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as <math>a + bi</math> for real numbers <math>a</math> and <math>b</math>.</li> </ol>
	IA.AREI.11* Solve an equation of the form $f(x) = g(x)$ graphically by identifying the $x$ -coordinate(s) of the point(s) of intersection of the graphs of $y = f(x)$ and $y = g(x)$ .

<b>Structure and Expressions</b>	<b>The student will:</b>	
	IA.ASE.1*	Interpret the meanings of coefficients, factors, terms, and expressions based on their real-world contexts. Interpret complicated expressions as being composed of simpler expressions.
	IA.ASE.2*	Analyze the structure of binomials, trinomials, and other polynomials in order to rewrite equivalent expressions.
	IA.ASE.3*	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ( <i>Note: IA.ASE.3b is not a Graduation Standard.</i> ) <ul style="list-style-type: none"> <li>a. Find the zeros of a quadratic function by rewriting it in equivalent factored form and explain the connection between the zeros of the function, its linear factors, the x-intercepts of its graph, and the solutions to the corresponding quadratic equation.</li> <li>b. Determine the maximum or minimum value of a quadratic function by completing the square.</li> </ul>
<b>Building Functions</b>	<b>The student will:</b>	
	IA.FBF.1*	Write a function that describes a relationship between two quantities. ( <i>Note: IA.FBF.1a is not a Graduation Standard.</i> ) <ul style="list-style-type: none"> <li>a. Write a function that models a relationship between two quantities using both explicit expressions and a recursive process and by combining standard forms using addition, subtraction, multiplication and division to build new functions.</li> <li>b. Combine functions using the operations addition, subtraction, multiplication, and division to build new functions that describe the relationship between two quantities in mathematical and real-world situations.</li> </ul>
	IA.FBF.2*	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
	IA.FBF.3*	Describe the effect of the transformations $kf(x)$ , $f(x) + k$ , $f(x + k)$ , and combinations of such transformations on the graph of $y = f(x)$ for any real number $k$ . Find the value of $k$ given the graphs and write the equation of a transformed parent function given its graph.

<b>Interpreting Function</b>	<b>The student will:</b>
	IA.FIF.3* Define functions recursively and recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.
	IA.FIF.4* Interpret key features of a function that models the relationship between two quantities when given in graphical or tabular form. Sketch the graph of a function from a verbal description showing key features. Key features include intercepts; intervals where the function is increasing, decreasing, constant, positive, or negative; relative maximums and minimums; symmetries; end behavior and periodicity.
	IA.FIF.5* Relate the domain and range of a function to its graph and, where applicable, to the quantitative relationship it describes.
	IA.FIF.6* Given a function in graphical, symbolic, or tabular form, determine the average rate of change of the function over a specified interval. Interpret the meaning of the average rate of change in a given context.
	IA.FIF.7* Graph functions from their symbolic representations. Indicate key features including intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior and periodicity. Graph simple cases by hand and use technology for complicated cases.
	IA.FIF.8* Translate between different but equivalent forms of a function equation to reveal and explain different properties of the function. ( <i>Note: IA.FIF.8b is not a Graduation Standard.</i> ) b. Interpret expressions for exponential functions by using the properties of exponents.
	IA.FIF.9* Compare properties of two functions given in different representations such as algebraic, graphical, tabular, or verbal.
<b>Linear, Quadratic, and Exponential</b>	<b>The student will:</b>
	IA.FLQE.2* Create symbolic representations of linear and exponential functions, including arithmetic and geometric sequences, given graphs, verbal descriptions, and tables.
	IA.FLQE.5* Interpret the parameters in a linear or exponential function in terms of the context.
<b>Complex Number System</b>	<b>The student will:</b>
	IA.NCNS.1* Know there is a complex number $i$ such that $i^2 = -1$ , and every complex number has the form $a + bi$ with $a$ and $b$ real.
	IA.NCNS.7* Solve quadratic equations in one variable that have complex solutions.

## **South Carolina College- and Career-Ready (SCCCR) Algebra 2 Overview**

In South Carolina College- and Career-Ready (SCCCR) Algebra 2, students extend their study of foundational algebraic concepts, such as linear functions, equations and inequalities, quadratic functions, absolute value functions, and exponential functions, from previous mathematics encounters. Additionally, students study new families of functions that are also essential for subsequent mathematical application and learning.

In this course, students are expected to apply mathematics in meaningful ways to solve problems that arise in the workplace, society, and everyday life through the process of modeling. Mathematical modeling involves creating appropriate equations, graphs, functions, or other mathematical representations to analyze real-world situations and answer questions. Use of technological tools, such as hand-held graphing calculators, is important in creating and analyzing mathematical representations used in the modeling process and should be used during instruction and assessment. However, technology should not be limited to hand-held graphing calculators. Students should use a variety of technologies, such as graphing utilities, spreadsheets, and computer algebra systems, to solve problems and to master standards in all Key Concepts of this course.

# **South Carolina College- and Career-Ready (SCCCR) Algebra 2**

## **South Carolina College- and Career-Ready Mathematical Process Standards**

The South Carolina College- and Career-Ready (SCCCR) Mathematical Process Standards demonstrate the ways in which students develop conceptual understanding of mathematical content and apply mathematical skills. As a result, the SCCCR Mathematical Process Standards should be integrated within the SCCCR Content Standards for Mathematics for each grade level and course. Since the process standards drive the pedagogical component of teaching and serve as the means by which students should demonstrate understanding of the content standards, the process standards must be incorporated as an integral part of overall student expectations when assessing content understanding.

Students who are college- and career-ready take a productive and confident approach to mathematics. They are able to recognize that mathematics is achievable, sensible, useful, doable, and worthwhile. They also perceive themselves as effective learners and practitioners of mathematics and understand that a consistent effort in learning mathematics is beneficial.

The Program for International Student Assessment defines mathematical literacy as “an individual’s capacity to formulate, employ, and interpret mathematics in a variety of contexts. It includes reasoning mathematically and using mathematical concepts, procedures, facts, and tools to describe, explain, and predict phenomena. It assists individuals to recognize the role that mathematics plays in the world and to make the well-founded judgments and decisions needed by constructive, engaged and reflective citizens” (Organization for Economic Cooperation and Development, 2012).

A mathematically literate student can:

### **1. Make sense of problems and persevere in solving them.**

- a. Relate a problem to prior knowledge.
- b. Recognize there may be multiple entry points to a problem and more than one path to a solution.
- c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.
- d. Evaluate the success of an approach to solve a problem and refine it if necessary.

### **2. Reason both contextually and abstractly.**

- a. Make sense of quantities and their relationships in mathematical and real-world situations.
- b. Describe a given situation using multiple mathematical representations.
- c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.
- d. Connect the meaning of mathematical operations to the context of a given situation.

- 3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.**
  - a. Construct and justify a solution to a problem.
  - b. Compare and discuss the validity of various reasoning strategies.
  - c. Make conjectures and explore their validity.
  - d. Reflect on and provide thoughtful responses to the reasoning of others.
  
- 4. Connect mathematical ideas and real-world situations through modeling.**
  - a. Identify relevant quantities and develop a model to describe their relationships.
  - b. Interpret mathematical models in the context of the situation.
  - c. Make assumptions and estimates to simplify complicated situations.
  - d. Evaluate the reasonableness of a model and refine if necessary.
  
- 5. Use a variety of mathematical tools effectively and strategically.**
  - a. Select and use appropriate tools when solving a mathematical problem.
  - b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.
  
- 6. Communicate mathematically and approach mathematical situations with precision.**
  - a. Express numerical answers with the degree of precision appropriate for the context of a situation.
  - b. Represent numbers in an appropriate form according to the context of the situation.
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- 7. Identify and utilize structure and patterns.**
  - a. Recognize complex mathematical objects as being composed of more than one simple object.
  - b. Recognize mathematical repetition in order to make generalizations.
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## South Carolina College- and Career-Ready (SCCCR) Algebra 2

Key Concepts	Standards
<b>Arithmetic with Polynomials and Rational Expressions</b>	<b>The student will:</b>
	A2.AAPR.1* Add, subtract, and multiply polynomials and understand that polynomials are closed under these operations.
	A2.AAPR.3 Graph polynomials identifying zeros when suitable factorizations are available and indicating end behavior. Write a polynomial function of least degree corresponding to a given graph. (Limit to polynomials with degrees 3 or less.)
<b>Creating Equations</b>	<b>The student will:</b>
	A2.ACE.1* Create and solve equations and inequalities in one variable that model real-world problems involving linear, quadratic, simple rational, and exponential relationships. Interpret the solutions and determine whether they are reasonable.
	A2.ACE.2* Create equations in two or more variables to represent relationships between quantities. Graph the equations on coordinate axes using appropriate labels, units, and scales.
	A2.ACE.3 Use systems of equations and inequalities to represent constraints arising in real-world situations. Solve such systems using graphical and analytical methods, including linear programming. Interpret the solution within the context of the situation. (Limit to linear programming.)
	A2.ACE.4* Solve literal equations and formulas for a specified variable including equations and formulas that arise in a variety of disciplines.
<b>Reasoning with Equations and Inequalities</b>	<b>The student will:</b>
	A2.AREI.2* Solve simple rational and radical equations in one variable and understand how extraneous solutions may arise.
	A2.AREI.4* Solve mathematical and real-world problems involving quadratic equations in one variable. <ul style="list-style-type: none"> <li>b. Solve quadratic equations by inspection, taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as <math>a + bi</math> for real numbers <math>a</math> and <math>b</math>. (Note: A2.AREI.4b is not a Graduation Standard.)</li> </ul>
	A2.AREI.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. Understand that such systems may have zero, one, two, or infinitely many solutions. (Limit to linear equations and quadratic functions.)
	A2.AREI.11* Solve an equation of the form $f(x) = g(x)$ graphically by identifying the $x$ -coordinate(s) of the point(s) of intersection of the graphs of $y = f(x)$ and $y = g(x)$ .

<b>Structure and Expressions</b>	<b>The student will:</b>	
	A2.ASE.1*	Interpret the meanings of coefficients, factors, terms, and expressions based on their real-world contexts. Interpret complicated expressions as being composed of simpler expressions.
	A2.ASE.2*	Analyze the structure of binomials, trinomials, and other polynomials in order to rewrite equivalent expressions.
	A2.ASE.3*	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ( <i>Note: A2.ASE.3b and 3c are not Graduation Standards.</i> ) <ul style="list-style-type: none"> <li>b. Determine the maximum or minimum value of a quadratic function by completing the square.</li> <li>c. Use the properties of exponents to transform expressions for exponential functions.</li> </ul>
<b>Building Functions</b>	<b>The student will:</b>	
	A2.FBF.1*	Write a function that describes a relationship between two quantities. ( <i>Note: IA.FBF.1a is not a Graduation Standard.</i> ) <ul style="list-style-type: none"> <li>a. Write a function that models a relationship between two quantities using both explicit expressions and a recursive process and by combining standard forms using addition, subtraction, multiplication and division to build new functions.</li> <li>b. Combine functions using the operations addition, subtraction, multiplication, and division to build new functions that describe the relationship between two quantities in mathematical and real-world situations.</li> </ul>
	A2.FBF.2*	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
	A2.FBF.3*	Describe the effect of the transformations $kf(x)$ , $f(x) + k$ , $f(x + k)$ , and combinations of such transformations on the graph of $y = f(x)$ for any real number $k$ . Find the value of $k$ given the graphs and write the equation of a transformed parent function given its graph.
<b>Interpreting Functions</b>	<b>The student will:</b>	
	A2.FIF.3*	Define functions recursively and recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.
	A2.FIF.4*	Interpret key features of a function that models the relationship between two quantities when given in graphical or tabular form. Sketch the graph of a function from a verbal description showing key features. Key features include intercepts; intervals where the function is increasing, decreasing, constant, positive, or negative; relative maximums and minimums; symmetries; end behavior and periodicity.
	A2.FIF.5*	Relate the domain and range of a function to its graph and, where applicable, to the quantitative relationship it describes.
	A2.FIF.6*	Given a function in graphical, symbolic, or tabular form, determine the average rate of change of the function over a specified interval. Interpret the meaning of the average rate of change in a given context.

	A2.FIF.7*	Graph functions from their symbolic representations. Indicate key features including intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior and periodicity. Graph simple cases by hand and use technology for complicated cases.
	A2.FIF.8*	Translate between different but equivalent forms of a function equation to reveal and explain different properties of the function. (Note: A2.FIF.8b is not a Graduation Standard.) b. Interpret expressions for exponential functions by using the properties of exponents.
	A2.FIF.9*	Compare properties of two functions given in different representations such as algebraic, graphical, tabular, or verbal.
Linear, Quadratic, and Exponential	<b>The student will:</b>	
	A2.FLQE.1*	Distinguish between situations that can be modeled with linear functions or exponential functions by recognizing situations in which one quantity changes at a constant rate per unit interval as opposed to those in which a quantity changes by a constant percent rate per unit interval. (Note: A2.FLQE.1c is not a Graduation Standard.) c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
	A2.FLQE.2*	Create symbolic representations of linear and exponential functions, including arithmetic and geometric sequences, given graphs, verbal descriptions, and tables.
	A2.FLQE.5*	Interpret the parameters in a linear or exponential function in terms of the context.
Complex Number System	<b>The student will:</b>	
	A2.NCNS.1*	Know there is a complex number $i$ such that $i^2 = -1$ , and every complex number has the form $a + bi$ with $a$ and $b$ real.
	A2.NCNS.7*	Solve quadratic equations in one variable that have complex solutions.

## **South Carolina College- and Career-Ready (SCCCR) Geometry Overview**

South Carolina College- and Career-Ready (SCCCR) Geometry provides students with tools to solve problems about objects and shapes in two- and three-dimensions, including theorems about universal truths and spatial reasoning.

In this course, students are expected to apply mathematics in meaningful ways to solve problems that arise in the workplace, society, and everyday life through the process of modeling. Mathematical modeling involves creating appropriate equations, graphs, diagrams, or other mathematical representations to analyze real-world situations and solve problems. Use of mathematical tools is important in creating and analyzing the mathematical representations used in the modeling process. In order to represent and solve problems, students should learn to use a variety of mathematical tools and technologies such as a compass, a straightedge, graph paper, patty paper, graphing utilities, and dynamic geometry software.

# **South Carolina College- and Career-Ready (SCCCR) Geometry**

## **South Carolina College- and Career-Ready Mathematical Process Standards**

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## South Carolina College- and Career-Ready (SCCCR) Geometry

Key Concepts	Standards
<b>Circles</b>	<b>The student will:</b>
	G.GCI.1 Prove that all circles are similar.
	G.GCI.2* Identify and describe relationships among inscribed angles, radii, and chords; among inscribed angles, central angles, and circumscribed angles; and between radii and tangents to circles. Use those relationships to solve mathematical and real-world problems.
	G.GCI.3 Construct the inscribed and circumscribed circles of a triangle using a variety of tools, including a compass, a straightedge, and dynamic geometry software, and prove properties of angles for a quadrilateral inscribed in a circle.
	G.GCI.4 Construct a tangent line to a circle through a point on the circle, and construct a tangent line from a point outside a given circle to the circle; justify the process used for each construction.
	G.GCI.5* Derive the formulas for the length of an arc and the area of a sector in a circle and apply these formulas to solve mathematical and real-world problems.
<b>Congruence</b>	<b>The student will:</b>
	G.GCO.1* Define angle, perpendicular line, parallel line, line segment, ray, circle, and skew in terms of the undefined notions of point, line, and plane. Use geometric figures to represent and describe real-world objects.
	G.GCO.2* Represent translations, reflections, rotations, and dilations of objects in the plane by using paper folding, sketches, coordinates, function notation, and dynamic geometry software, and use various representations to help understand the effects of simple transformations and their compositions.
	G.GCO.3* Describe rotations and reflections that carry a regular polygon onto itself and identify types of symmetry of polygons, including line, point, rotational, and self-congruence, and use symmetry to analyze mathematical situations.
	G.GCO.4* Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
	G.GCO.5* Predict and describe the results of transformations on a given figure using geometric terminology from the definitions of the transformations, and describe a sequence of transformations that maps a figure onto its image.
	G.GCO.6* Demonstrate that triangles and quadrilaterals are congruent by identifying a combination of translations, rotations, and reflections in various representations that move one figure onto the other.
	G.GCO.7* Prove two triangles are congruent by applying the Side-Angle-Side, Angle-Side-Angle, Angle-Angle-Side, and Hypotenuse-Leg congruence conditions.

	G.GCO.8*	Prove, and apply in mathematical and real-world contexts, theorems about lines and angles, including the following: <ul style="list-style-type: none"> <li>a. vertical angles are congruent;</li> <li>b. when a transversal crosses parallel lines, alternate interior angles are congruent, alternate exterior angles are congruent, and consecutive interior angles are supplementary;</li> <li>c. any point on a perpendicular bisector of a line segment is equidistant from the endpoints of the segment;</li> <li>d. perpendicular lines form four right angles.</li> </ul>
	G.GCO.9*	Prove, and apply in mathematical and real-world contexts, theorems about the relationships within and among triangles, including the following: <ul style="list-style-type: none"> <li>a. measures of interior angles of a triangle sum to <math>180^\circ</math>;</li> <li>b. base angles of isosceles triangles are congruent;</li> <li>c. the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length;</li> <li>d. the medians of a triangle meet at a point.</li> </ul>
	G.GCO.10*	Prove, and apply in mathematical and real-world contexts, theorems about parallelograms, including the following: <ul style="list-style-type: none"> <li>a. opposite sides of a parallelogram are congruent;</li> <li>b. opposite angles of a parallelogram are congruent;</li> <li>c. diagonals of a parallelogram bisect each other;</li> <li>d. rectangles are parallelograms with congruent diagonals;</li> <li>e. a parallelogram is a rhombus if and only if the diagonals are perpendicular.</li> </ul>
	G.GCO.11*	Construct geometric figures using a variety of tools, including a compass, a straightedge, dynamic geometry software, and paper folding, and use these constructions to make conjectures about geometric relationships.
<b>Geometric Measurement and Dimension</b>	<b>The student will:</b>	
	G.GGMD.1*	Explain the derivations of the formulas for the circumference of a circle, area of a circle, and volume of a cylinder, pyramid, and cone. Apply these formulas to solve mathematical and real-world problems.
	G.GGMD.2	Explain the derivation of the formulas for the volume of a sphere and other solid figures using Cavalieri's principle.
	G.GGMD.3*	Apply surface area and volume formulas for prisms, cylinders, pyramids, cones, and spheres to solve problems and justify results. Include problems that involve algebraic expressions, composite figures, geometric probability, and real-world applications.
	G.GGMD.4 *	Describe the shapes of two-dimensional cross-sections of three-dimensional objects and use those cross-sections to solve mathematical and real-world problems.

<b>Expressing Geometric Properties with Equations</b>	<b>The student will:</b>	
	G.GGPE.1*	Understand that the standard equation of a circle is derived from the definition of a circle and the distance formula.
	G.GGPE.4*	Use coordinates to prove simple geometric theorems algebraically.
	G.GGPE.5*	Analyze slopes of lines to determine whether lines are parallel, perpendicular, or neither. Write the equation of a line passing through a given point that is parallel or perpendicular to a given line. Solve geometric and real-world problems involving lines and slope.
	G.GGPE.6	Given two points, find the point on the line segment between the two points that divides the segment into a given ratio.
	G.GGPE.7*	Use the distance formula to determine distance and midpoint in a coordinate plane, as well as areas of triangles and rectangles, when given coordinates.
<b>Modeling</b>	<b>The student will:</b>	
	G.GM.1*	Use geometric shapes, their measures, and their properties to describe real-world objects.
	G.GM.2	Use geometry concepts and methods to model real-world situations and solve problems using a model.
<b>Similarity, Right Triangles, and Trigonometry</b>	<b>The student will:</b>	
	G.GSRT.1	Understand a dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged. Verify experimentally the properties of dilations given by a center and a scale factor. Understand the dilation of a line segment is longer or shorter in the ratio given by the scale factor.
	G.GSRT.2*	Use the definition of similarity to decide if figures are similar and justify decision. Demonstrate that two figures are similar by identifying a combination of translations, rotations, reflections, and dilations in various representations that move one figure onto the other.
	G.GSRT.3*	Prove that two triangles are similar using the Angle-Angle criterion and apply the proportionality of corresponding sides to solve problems and justify results.
	G.GSRT.4*	Prove, and apply in mathematical and real-world contexts, theorems involving similarity about triangles, including the following: <ul style="list-style-type: none"> <li>a. A line drawn parallel to one side of a triangle divides the other two sides into parts of equal proportion.</li> <li>b. A line divides two sides of a triangle proportionally, then it is parallel to the third side.</li> <li>c. The square of the hypotenuse of a right triangle is equal to the sum of squares of the other two sides.</li> </ul>
	G.GSRT.5*	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
	G.GSRT.6*	Understand how the properties of similar right triangles allow the trigonometric ratios to be defined and determine the sine, cosine, and tangent of an acute angle in a right triangle.
	G.GSRT.7	Explain and use the relationship between the sine and cosine of complementary angles.

	G.GSRT.8*	Solve right triangles in applied problems using trigonometric ratios and the Pythagorean Theorem.
<b>Interpreting Data</b>	<b>The student will:</b>	
	G.SPID.1*	Select and create an appropriate display, including dot plots, histograms, and box plots, for data that includes all real numbers.
	G.SPID.2*	Use statistics appropriate to the shape of the data distribution to compare center and spread of two or more different data sets that include all real numbers.
	G.SPID.3*	Summarize and represent data from a single data set. Interpret differences in shape, center, and spread in the context of the data set, accounting for possible effects of extreme data points (outliers).

DRAFT - DO NOT DUPLICATE

## **South Carolina College- and Career-Ready (SCCCR) Probability and Statistics Overview**

South Carolina College- and Career-Ready (SCCCR) Probability and Statistics is designed to prepare students for success in post-secondary careers and statistics courses and in a world where knowledge of data analysis, statistics, and probability is necessary to make informed decisions in areas such as health, economics, and politics. In SCCCR Probability and Statistics, students build on the conceptual knowledge and skills they mastered in previous mathematics courses in areas such as probability, data presentation and analysis, correlation, and regression. This course prepares students for college and career readiness but is not designed to prepare students for an Advanced Placement exam.

In this course, students are expected to apply mathematics in meaningful ways to solve problems that arise in the workplace, society, and everyday life through the process of modeling. Mathematical modeling involves creating appropriate equations, functions, graphs, distributions, or other mathematical representations to analyze real-world situations and answer questions. Use of technological tools, such as hand-held graphing calculators, is important in creating and analyzing mathematical representations used in the modeling process and should be used during instruction and assessment. However, technology should not be limited to hand-held graphing calculators. Students should use a variety of technologies, such as graphing utilities, simulation applications, spreadsheets, and statistical software, to solve problems and to master standards in all Key Concepts of this course.

# **South Carolina College- and Career-Ready (SCCCR)**

## **Probability and Statistics**

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- d. Evaluate the success of an approach to solve a problem and refine it if necessary.

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- a. Make sense of quantities and their relationships in mathematical and real-world situations.
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## South Carolina College- and Career-Ready (SCCCR) Probability and Statistics

Key Concepts	Standards
<b>Conditional Probability and Rules of Probability</b>	<b>The student will:</b>
	PS.SPCR.1 Describe events as subsets of a sample space and <ol style="list-style-type: none"> <li>a. Use Venn diagrams to represent intersections, unions, and complements.</li> <li>b. Relate intersections, unions, and complements to the words and, or, and not.</li> <li>c. Represent sample spaces for compound events using Venn diagrams.</li> </ol>
	PS.SPCR.2 Use the multiplication rule to calculate probabilities for independent and dependent events. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.
	PS.SPCR.3 Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$ , and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.
	PS.SPCR.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities.
	PS.SPCR.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.
	PS.SPCR.6 Calculate the conditional probability of an event A given event B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.
	PS.SPCR.7 Apply the Addition Rule and the Multiplication Rule to determine probabilities, including conditional probabilities, and interpret the results in terms of the probability model.
	PS.SPCR.8 Use permutations and combinations to solve mathematical and real-world problems, including determining probabilities of compound events. Justify the results.
<b>Making Inferences and Justifying Conclusions</b>	<b>The student will:</b>
	PS.SPMJ.1* Understand statistics and sampling distributions as a process for making inferences about population parameters based on a random sample from that population.
	PS.SPMJ.2* Distinguish between experimental and theoretical probabilities. Collect data on a chance event and use the relative frequency to estimate the theoretical probability of that event. Determine whether a given probability model is consistent with experimental results.

	PS.SPMJ.3	Plan and conduct a survey to answer a statistical question. Recognize how the plan addresses sampling technique, randomization, measurement of experimental error and methods to reduce bias.
	PS.SPMJ.4	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
	PS.SPMJ.5	Distinguish between experiments and observational studies. Determine which of two or more possible experimental designs will best answer a given research question and justify the choice based on statistical significance.
	PS.SPMJ.6	Evaluate claims and conclusions in published reports or articles based on data by analyzing study design and the collection, analysis, and display of the data.
	<b>The student will:</b>	
Interpreting Data	PS.SPID.1*	Select and create an appropriate display, including dot plots, histograms, and box plots, for data that includes all real numbers.
	PS.SPID.2*	Use statistics appropriate to the shape of the data distribution to compare center and spread of two or more different data sets that include all real numbers.
	PS.SPID.3*	Summarize and represent data from a single data set. Interpret differences in shape, center, and spread in the context of the data set, accounting for possible effects of extreme data points (outliers).
	PS.SPID.4	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
	PS.SPID.5*	Analyze bivariate categorical data using two-way tables and identify possible associations between the two categories using marginal, joint, and conditional frequencies.
	PS.SPID.6*	Using technology, create scatterplots and analyze those plots to compare the fit of linear, quadratic, or exponential models to a given data set. Select the appropriate model, fit a function to the data set, and use the function to solve problems in the context of the data.
	PS.SPID.7*	Find linear models using median fit and regression methods to make predictions. Interpret the slope and intercept of a linear model in the context of the data.
	PS.SPID.8*	Compute using technology and interpret the correlation coefficient of a linear fit.
	PS.SPID.9	Differentiate between correlation and causation when describing the relationship between two variables. Identify potential lurking variables which may explain an association between two variables.
	PS.SPID.10	Create residual plots and analyze those plots to compare the fit of linear, quadratic, and exponential models to a given data set. Select the appropriate model and use it for interpolation.

<b>Using Probability to Make Decisions</b>	<b>The student will:</b>
	PS.SPMD.1      Develop the probability distribution for a random variable defined for a sample space in which a theoretical probability can be calculated and graph the distribution.
	PS.SPMD.2      Calculate the expected value of a random variable as the mean of its probability distribution. Find expected values by assigning probabilities to payoff values. Use expected values to evaluate and compare strategies in real-world scenarios.
	PS.SPMD.3      Construct and compare theoretical and experimental probability distributions and use those distributions to find expected values.
	PS.SPMD.4*      Use probability to evaluate outcomes of decisions by finding expected values and determine if decisions are fair.
	PS.SPMD.5*      Use probability to evaluate outcomes of decisions. Use probabilities to make fair decisions.
PS.SPMD.6*      Analyze decisions and strategies using probability concepts.	

## **South Carolina College- and Career-Ready (SCCCR) Pre-Calculus Overview**

In South Carolina College- and Career-Ready (SCCCR) Pre-Calculus, students build on the conceptual knowledge and skills for mathematics they mastered in previous mathematics courses and construct a foundation necessary for subsequent mathematical study. The standards for those courses provide students with a foundation in the theory of functions, roots and factors of polynomials, exponential and logarithmic functions, the complex number system, and an introduction to trigonometry.

In this course, students are expected to apply mathematics in meaningful ways to solve problems that arise in the workplace, society, and everyday life through the process of modeling. Mathematical modeling involves creating appropriate equations, graphs, functions, or other mathematical representations to analyze real-world situations and answer questions. Use of technological tools, such as hand-held graphing calculators, is important in creating and analyzing mathematical representations used in the modeling process and should be used during instruction and assessment. However, technology should not be limited to hand-held graphing calculators. Students should use a variety of technologies, such as graphing utilities, spreadsheets, and computer algebra systems, to solve problems and to master standards in all Key Concepts of this course.

# **South Carolina College- and Career-Ready (SCCCR) Pre-Calculus**

## **South Carolina College- and Career-Ready Mathematical Process Standards**

The South Carolina College- and Career-Ready (SCCCR) Mathematical Process Standards demonstrate the ways in which students develop conceptual understanding of mathematical content and apply mathematical skills. As a result, the SCCCR Mathematical Process Standards should be integrated within the SCCCR Content Standards for Mathematics for each grade level and course. Since the process standards drive the pedagogical component of teaching and serve as the means by which students should demonstrate understanding of the content standards, the process standards must be incorporated as an integral part of overall student expectations when assessing content understanding.

Students who are college- and career-ready take a productive and confident approach to mathematics. They are able to recognize that mathematics is achievable, sensible, useful, doable, and worthwhile. They also perceive themselves as effective learners and practitioners of mathematics and understand that a consistent effort in learning mathematics is beneficial.

The Program for International Student Assessment defines mathematical literacy as “an individual’s capacity to formulate, employ, and interpret mathematics in a variety of contexts. It includes reasoning mathematically and using mathematical concepts, procedures, facts, and tools to describe, explain, and predict phenomena. It assists individuals to recognize the role that mathematics plays in the world and to make the well-founded judgments and decisions needed by constructive, engaged and reflective citizens” (Organization for Economic Cooperation and Development, 2012).

A mathematically literate student can:

### **1. Make sense of problems and persevere in solving them.**

- a. Relate a problem to prior knowledge.
- b. Recognize there may be multiple entry points to a problem and more than one path to a solution.
- c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.
- d. Evaluate the success of an approach to solve a problem and refine it if necessary.

### **2. Reason both contextually and abstractly.**

- a. Make sense of quantities and their relationships in mathematical and real-world situations.
- b. Describe a given situation using multiple mathematical representations.
- c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.
- d. Connect the meaning of mathematical operations to the context of a given situation.

- 3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.**
  - a. Construct and justify a solution to a problem.
  - b. Compare and discuss the validity of various reasoning strategies.
  - c. Make conjectures and explore their validity.
  - d. Reflect on and provide thoughtful responses to the reasoning of others.
  
- 4. Connect mathematical ideas and real-world situations through modeling.**
  - a. Identify relevant quantities and develop a model to describe their relationships.
  - b. Interpret mathematical models in the context of the situation.
  - c. Make assumptions and estimates to simplify complicated situations.
  - d. Evaluate the reasonableness of a model and refine if necessary.
  
- 5. Use a variety of mathematical tools effectively and strategically.**
  - a. Select and use appropriate tools when solving a mathematical problem.
  - b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.
  
- 6. Communicate mathematically and approach mathematical situations with precision.**
  - a. Express numerical answers with the degree of precision appropriate for the context of a situation.
  - b. Represent numbers in an appropriate form according to the context of the situation.
  - c. Use appropriate and precise mathematical language.
  - d. Use appropriate units, scales, and labels.
  
- 7. Identify and utilize structure and patterns.**
  - a. Recognize complex mathematical objects as being composed of more than one simple object.
  - b. Recognize mathematical repetition in order to make generalizations.
  - c. Look for structures to interpret meaning and develop solution strategies.

## South Carolina College- and Career-Ready (SCCCR) Pre-Calculus

Key Concepts	Standards
<b>Arithmetic with Polynomials and Rational Expressions</b>	<b>The student will:</b>
	PC.AAPR.2 Know and apply the Division Theorem and the Remainder Theorem for polynomials.
	PC.AAPR.3 Graph polynomials identifying zeros when suitable factorizations are available and indicating end behavior. Write a polynomial function of least degree corresponding to a given graph.
	PC.AAPR.4 Prove polynomial identities and use them to describe numerical relationships.
	PC.AAPR.5 Apply the Binomial Theorem to expand powers of binomials, including those with one and with two variables. Use the Binomial Theorem to factor squares, cubes, and fourth powers of binomials.
	PC.AAPR.6 Apply algebraic techniques to rewrite simple rational expressions in different forms; using inspection, long division, or, for the more complicated examples, a computer algebra system.
	PC.AAPR.7 Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.
<b>Reasoning with Equations and Inequalities</b>	<b>The student will:</b>
	PC.AREI.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. Understand that such systems may have zero, one, two, or infinitely many solutions.
	PC.AREI.8 Represent a system of linear equations as a single matrix equation in a vector variable.
	PC.AREI.9 Using technology for matrices of dimension $3 \times 3$ or greater, find the inverse of a matrix if it exists and use it to solve systems of linear equations.
	PC.AREI.11 Solve an equation of the form $f(x) = g(x)$ graphically by identifying the $x$ -coordinate(s) of the point(s) of intersection of the graphs of $y = f(x)$ and $y = g(x)$ .
<b>Structure and Expressions</b>	<b>The student will:</b>
	PC.ASE.1 Interpret the meanings of coefficients, factors, terms, and expressions based on their real-world contexts. Interpret complicated expressions as being composed of simpler expressions.
	PC.ASE.2 Analyze the structure of binomials, trinomials, and other polynomials in order to rewrite equivalent expressions.
	PC.ASE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems including applications to finance.

<b>Building Functions</b>	<b>The student will:</b>	
	PC.FBF.1	Write a function that describes a relationship between two quantities. b. Combine functions using the operations addition, subtraction, multiplication, and division to build new functions that describe the relationship between two quantities in mathematical and real-world situations.
	PC.FBF.3	Describe the effect of the transformations $kf(x)$ , $f(x) + k$ , $f(x + k)$ , and combinations of such transformations on the graph of $y = f(x)$ for any real number $k$ . Find the value of $k$ given the graphs and write the equation of a transformed parent function given its graph.
	PC.FBF.4	Understand that an inverse function can be obtained by expressing the dependent variable of one function as the independent variable of another, as $f$ and $g$ are inverse functions if and only if $f(g(x)) = x$ and $g(f(y)) = y$ , for all values of $x$ in the domain of $f$ and all values of $y$ in the domain of $g$ , and find inverse functions for one-to-one function or by restricting the domain. a. Use composition to verify one function is an inverse of another. b. If a function has an inverse, find values of the inverse function from a graph or table.
	PC.FBF.5	Understand and verify through function composition that exponential and logarithmic functions are inverses of each other and use this relationship to solve problems involving logarithms and exponents.
<b>Interpreting Functions</b>	<b>The student will:</b>	
	PC.FIF.4	Interpret key features of a function that models the relationship between two quantities when given in graphical or tabular form. Sketch the graph of a function from a verbal description showing key features. Key features include intercepts; intervals where the function is increasing, decreasing, constant, positive, or negative; relative maximums and minimums; symmetries; end behavior and periodicity.
	PC.FIF.5	Relate the domain and range of a function to its graph and, where applicable, to the quantitative relationship it describes.
	PC.FIF.6	Given a function in graphical, symbolic, or tabular form, determine the average rate of change of the function over a specified interval. Interpret the meaning of the average rate of change in a given context.

	PC.FIF.7	Graph functions from their symbolic representations. Indicate key features including intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior and periodicity. Graph simple cases by hand and use technology for complicated cases. ( <i>Note: PC.FIF.7a – d are not Graduation Standards.</i> ) <ul style="list-style-type: none"> <li>a. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.</li> <li>b. Graph radical functions over their domain show end behavior.</li> <li>c. Graph exponential and logarithmic functions, showing intercepts and end behavior.</li> <li>d. Graph trigonometric functions, showing period, midline, and amplitude.</li> </ul>
<b>Linear, Quadratic, and Exponential</b>	<b>The student will:</b>	
	PC.FLQE.4*	Express a logarithm as the solution to the exponential equation, $ab^{ct} = d$ where $a$ , $c$ , and $d$ are numbers and the base $b$ is 2, 10, or $e$ ; evaluate the logarithm using technology.
<b>Trigonometry</b>	<b>The student will:</b>	
	PC.FT.1	Understand that the radian measure of an angle is the length of the arc on the unit circle subtended by the angle.
	PC.FT.2	Define sine and cosine as functions of the radian measure of an angle in terms of the $x$ - and $y$ -coordinates of the point on the unit circle corresponding to that angle and explain how these definitions are extensions of the right triangle definitions. <ul style="list-style-type: none"> <li>a. Define the tangent, cotangent, secant, and cosecant functions as ratios involving sine and cosine.</li> <li>b. Write cotangent, secant, and cosecant functions as the reciprocals of tangent, cosine, and sine, respectively.</li> </ul>
	PC.FT.3	Use special triangles to determine geometrically the values of sine, cosine, tangent for $\frac{\pi}{3}$ , $\frac{\pi}{4}$ , and $\frac{\pi}{6}$ , and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$ , $\pi + x$ , and $2\pi - x$ in terms of their values for $x$ , where $x$ is any real number.
	PC.FT.4	Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.
	PC.FT.5	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.
	PC.FT.6	Define the six inverse trigonometric functions using domain restrictions for regions where the function is always increasing or always decreasing.
	PC.FT.7	Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.

	PC.FT.8	Justify the Pythagorean, even/odd, and cofunction identities for sine and cosine using their unit circle definitions and symmetries of the unit circle and use the Pythagorean identity to find $\sin A$ , $\cos A$ , or $\tan A$ , given $\sin A$ , $\cos A$ , or $\tan A$ , and the quadrant of the angle.
	PC.FT.9	Justify the sum and difference formulas for sine, cosine, and tangent and use them to solve problems.
Circles	<b>The student will:</b>	
	PC.GCI.5	Derive the formulas for the length of an arc and the area of a sector in a circle, and apply these formulas to solve mathematical and real-world problems.
Expressing Geometric Properties with Equations	<b>The student will:</b>	
	PC.GGPE.2	Use the geometric definition of a parabola to derive its equation given the focus and directrix.
	PC.GGPE.3	Use the geometric definition of an ellipse and of a hyperbola to derive the equation of each given the foci and points whose sum or difference of distance from the foci are constant.
Similarity, Right Triangles, and Trigonometry	<b>The student will:</b>	
	PC.GSRT.9	Derive the formula $A = \frac{1}{2}ab \sin C$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
	PC.GSRT.10	Prove the Laws of Sines and Cosines and use them to solve problems.
	PC.GSRT.11	Use the Law of Sines and the Law of Cosines to solve for unknown measures of sides and angles of triangles that arise in mathematical and real-world problems.
Complex Number System	<b>The student will:</b>	
	PC.NCNS.2	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.
	PC.NCNS.3	Find the conjugate of a complex number in rectangular and polar forms and use conjugates to find moduli and quotients of complex numbers.
	PC.NCNS.4	Graph complex numbers on the complex plane in rectangular and polar form and explain why the rectangular and polar forms of a given complex number represent the same number.
	PC.NCNS.5	Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation.
	PC.NCNS.6	Determine the modulus of a complex number by multiplying by its conjugate and determine the distance between two complex numbers by calculating the modulus of their difference.
	PC.NCNS.7	Solve quadratic equations in one variable that have complex solutions.

	PC.NCNS.8	Extend polynomial identities to the complex numbers and use DeMoivre's Theorem to calculate a power of a complex number.
	PC.NCNS.9	Know the Fundamental Theorem of Algebra and explain why complex roots of polynomials with real coefficients must occur in conjugate pairs.
<b>The student will:</b>		
<b>Statistics and Probability – Interpreting Data</b>	PC.NVMQ.1	Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes.
	PC.NVMQ.2	Represent and model with vector quantities. Use the coordinates of an initial point and of a terminal point to find the components of a vector.
	PC.NVMQ.3	Represent and model with vector quantities. Solve problems involving velocity and other quantities that can be represented by vectors.
	PC.NVMQ.4	Perform operations on vectors. <ul style="list-style-type: none"> <li>a. Add and subtract vectors using components of the vectors and graphically.</li> <li>b. Given the magnitude and direction of two vectors, determine the magnitude of their sum and of their difference.</li> </ul>
	PC.NVMQ.5	Multiply a vector by a scalar, representing the multiplication graphically and computing the magnitude of the scalar multiple.
	PC.NVMQ.6*	Use matrices to represent and manipulate data. <i>(Note: This Graduation Standard is covered in Grade 8.)</i>
	PC.NVMQ.7	Perform operations with matrices of appropriate dimensions including addition, subtraction, and scalar multiplication.
	PC.NVMQ.8	Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.
	PC.NVMQ.9	Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.
	PC.NVMQ.10	Multiply a vector by a matrix of appropriate dimension to produce another vector. Work with matrices as transformations of vectors.
	PC.NVMQ.11	Apply $2 \times 2$ matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.

## South Carolina College- and Career-Ready (SCCCR) Calculus Overview

In South Carolina College- and Career-Ready (SCCCR) Calculus, students build on the conceptual knowledge and the problem-solving skills they learned in previous mathematics courses. This course prepares students for post-secondary mathematical study but is not designed to prepare students for an Advanced Placement exam.

SCCCR Calculus focuses on a conceptual understanding of calculus as well as computational competency. The standards promote a multi-representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. These representations facilitate an understanding of the connections among limits, derivatives, and integrals.

In this course, students are expected to apply mathematics in meaningful ways to solve problems that arise in the workplace, society, and everyday life through the process of modeling. Modeling involves choosing or creating appropriate equations, graphs, functions, or other mathematical representations to analyze real-world situations and answer questions. Use of technological tools, such as hand-held graphing calculators, is important in creating and analyzing mathematical representations used in the modeling process and should be used during instruction and assessment. However, technology should not be limited to hand-held graphing calculators. Students should use a variety of technologies, such as graphing utilities, spreadsheets, and computer algebra systems, to solve problems and to master standards in all Key Concepts of this course.

# **South Carolina College- and Career-Ready (SCCCR) Calculus**

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- c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.
- d. Evaluate the success of an approach to solve a problem and refine it if necessary.

### **2. Reason both contextually and abstractly.**

- a. Make sense of quantities and their relationships in mathematical and real-world situations.
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  - c. Look for structures to interpret meaning and develop solution strategies.

## South Carolina College- and Career-Ready (SCCCR) Calculus

Key Concepts	Standards
<b>Limits and Continuity</b>	<b>The student will:</b>
	<p>C.LC.1 Understand the concept of a limit graphically, numerically, analytically, and contextually.</p> <ol style="list-style-type: none"> <li>a. Estimate and verify limits using tables, graphs of functions, and technology.</li> <li>b. Calculate limits, including one-sided limits, algebraically using direct substitution, simplification, rationalization, and the limit laws for constant multiples, sums, differences, products, and quotients.</li> <li>c. Calculate infinite limits and limits at infinity. Understand that infinite limits and limits at infinity provide information regarding the asymptotes of certain functions, including rational, exponential and logarithmic functions.</li> </ol>
	<p>C.LC.2 Understand the definition and graphical interpretation of continuity of a function.</p> <ol style="list-style-type: none"> <li>a. Apply the definition of continuity of a function at a point to solve problems.</li> <li>b. Classify discontinuities as removable, jump, or infinite. Justify that classification using the definition of continuity.</li> <li>c. Understand the Intermediate Value Theorem and apply the theorem to prove the existence of solutions of equations arising in mathematical and real-world problems.</li> </ol>
<b>Derivatives</b>	<b>The student will:</b>
	<p>C.D.1 Understand the concept of the derivative of a function geometrically, numerically, analytically, and verbally.</p> <ol style="list-style-type: none"> <li>a. Interpret the value of the derivative of a function as the slope of the corresponding tangent line.</li> <li>b. Interpret the value of the derivative as an instantaneous rate of change in a variety of real-world contexts such as velocity and population growth.</li> <li>c. Approximate the derivative graphically by finding the slope of the tangent line drawn to a curve at a given point and numerically by using the difference quotient.</li> <li>d. Understand and explain graphically and analytically the relationship between differentiability and continuity.</li> <li>e. Explain graphically and analytically the relationship between the average rate of change and the instantaneous rate of change.</li> <li>f. Understand the definition of the derivative and use this definition to determine the derivatives of various functions.</li> </ol>
	<p>C.D.2 Apply the rules of differentiation to functions.</p> <ol style="list-style-type: none"> <li>a. Know and apply the derivatives of constant, power, trigonometric, inverse trigonometric, exponential, and logarithmic functions.</li> <li>b. Use the constant multiple, sum, difference, product, quotient, and chain rules to find the derivatives of functions.</li> <li>c. Understand and apply the methods of implicit and logarithmic differentiation.</li> </ol>

	<p>C.D.3 Apply theorems and rules of differentiation to solve mathematical and real-world problems.</p> <ol style="list-style-type: none"> <li>Explain geometrically and verbally the mathematical and real-world meanings of the Extreme Value Theorem and the Mean Value Theorem.</li> <li>Write an equation of a line tangent to the graph of a function at a point.</li> <li>Explain the relationship between the increasing/decreasing behavior of <math>f</math> and the signs of <math>f'</math>. Use the relationship to generate a graph of <math>f</math> given the graph of <math>f'</math>, and vice versa, and to identify relative and absolute extrema of <math>f</math>.</li> <li>Explain the relationships among the concavity of the graph of <math>f</math>, the increasing/decreasing behavior of <math>f'</math> and the signs of <math>f''</math>. Use those relationships to generate graphs of <math>f</math>, <math>f'</math>, and <math>f''</math> given any one of them and identify the points of inflection of <math>f</math>.</li> <li>Solve a variety of real-world problems involving related rates, optimization, linear approximation, and rates of change.</li> </ol>
<b>Integrals</b>	<p><b>The student will:</b></p> <p>C.I.1 Understand the concept of the integral of a function geometrically, numerically, analytically, and contextually.</p> <ol style="list-style-type: none"> <li>Explain how the definite integral is used to solve area problems.</li> <li>Approximate definite integrals by calculating Riemann sums using left, right, and mid-point evaluations, and using trapezoidal sums.</li> <li>Interpret the definite integral as a limit of Riemann sums.</li> <li>Explain the relationship between the integral and derivative as expressed in both parts of the Fundamental Theorem of Calculus. Interpret the relationship in terms of rates of change.</li> </ol> <p>C.I.2 Apply theorems and rules of integration to solve mathematical and real-world problems.</p> <ol style="list-style-type: none"> <li>Apply the Fundamental Theorems of Calculus to solve mathematical and real-world problems.</li> <li>Explain graphically and verbally the properties of the definite integral. Apply these properties to evaluate basic definite integrals.</li> <li>Evaluate integrals using substitution.</li> </ol>



# **SOUTH CAROLINA**

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# **STATE DEPARTMENT OF EDUCATION**

## **Updated Proposed Addendum to the First Reading State Board of Education Approved *South Carolina College- and Career-Ready Standards for Mathematics***

*The items in the categories listed below were noted in the High School section of the document following First Reading Approval by the State Board of Education on February 11, 2015:*

### **Typographical or Scrivener's Errors**

*Intentions of the standards are not altered.*

- Category Title: Pages 71 & 111 – “Interferences” should be “Inferences”
- Category Title: Pages 79, 86, & 94 – “Function” should be “Functions”
- Category Title: Page 121 – “Statistics and Probability – Interpreting Data” should be “Vector and Matrix Quantities”
- GGPE.7\*: Pages 67 & 106 – “distance formula” should be “distance and midpoint formulas”; “place” should be “plane”
- GSRT.4b\*: Pages 68 & 106 – “if” should be added to the beginning of the sentence
- SPID.1\*: Page 76, 107, & 112 – “all” should be “only”
- **FLQE.4\*: Pages 64 and 119 – Remove \*; should be “FLQE.4”**

**South Carolina  
College- and Career-Ready Standards for  
English Language Arts**



**South Carolina  
State Department of Education  
Columbia, South Carolina  
2015**

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The South Carolina Department of Education (SCDE) owes a debt of gratitude to the following organizations and individuals for their assistance in the development of new, high quality, South Carolina College- and Career-Ready English Language Arts Standards (ELA) 2015.

## ELA Writing Team Members

The following members of the ELA writing team used a number of resources mentioned later in this document, as well as feedback from the SCDE online field review survey, the SCDE Task Force, and the Education Oversight Committee (EOC) Review Panel to create these standards.

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## South Carolina Department of Education

The college- and career-ready standards in this document were developed under the direction of Dr. Cindy Van Buren, Deputy Superintendent, Division of School Effectiveness, and Dr. Briana Timmerman, Director, Office of Instructional Practices and Evaluations.

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## Introduction

The *South Carolina College- and Career-Ready Standards for English Language Arts (ELA) 2015* are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for South Carolina’s students. The standards are designed to ensure that South Carolina students are prepared to enter and succeed in economically viable career opportunities or postsecondary education and ensuing careers.

## Standards Process

These standards were created through a collaborative process by a writing team selected from applications submitted by interested educators consisting of current and retired South Carolina classroom teachers, instructional coaches, district leaders, higher education faculty members, and educators who specialize in working with English Language Learners, special education, career and technology education, and assessment. The purpose of the standards process was to design college- and career-ready standards that would ensure that students who complete high school in South Carolina are ready for college and careers. The process was designed to identify or create the clearest, most rigorous, and best-aligned ELA standards.

## History

Act 200, ratified on June 6, 2014, required the SCDE to facilitate the process of developing new high quality, college- and career-ready standards for implementation during the 2015-16 school year. During the fall of 2014, the SCDE convened an ELA Writing Team comprised of K-12 educators and representatives from higher education. The writing of the draft standards, keeping the needs of South Carolina students and educators in mind, began with the review of a number of resources, which included the 2014 ACT College and Career Readiness Standards; the Common Core State Standards for English Language Arts (CCSS); college- and career-ready standards from other states including Indiana, Nebraska, and Texas; the *South Carolina Academic Standards for English Language Arts 2008* which reference the 2001 Massachusetts standards; test specifications for the SAT; and the National Council of Teachers of English (NCTE)/ International Reading Association (IRA) Standards.

The ELA Writing Team then conceptualized what students who graduate from South Carolina’s public education system should demonstrate. This document, *South Carolina Portrait of a College- and Career-Ready English Language Arts Student*, [see page 10] served as the foundation and compass that guided the Writing Team’s determination of the components of these draft standards.

Using the portrait as a “touchstone,” the K-12 strands of Inquiry-Based Literacy, Reading-Literary Text, Reading-Informational Text, Writing, and Communication were crafted. Each strand consists of standards, which contain the same language for kindergarten through high school; grade level or course specificity is provided by indicators. A graphic representation of the organizational structure is presented on page 11.

The document also explains the *South Carolina Innovations: Inquiry-Based Literacy Standards; Disciplinary Literacy; and the Fundamentals of Reading, Writing, and Communication*. These serve as underpinnings of what must be in place in classrooms for students to become proficient readers, writers, and communicators regardless of grade level. Disciplinary Literacy and the Fundamentals of Reading, Writing, and Communication **are not standards**, therefore, they **are not assessed**; however, they are **essential for successful implementation** of the new standards and are a critical component of the document. Each is explained in detail on subsequent pages.

## Public Comment and Review Period

The draft college-and career-ready standards were posted online for public review on November 6, 2014. The public was invited to provide comment via an online survey until November 30, 2014. Over 2200 public review surveys were submitted. Simultaneously, the SCDE convened a Task Force, consisting of parents, business and community leaders, higher education professionals, and special education teachers, which also provided written feedback.

The Education Oversight Committee (EOC) convened a review panel of 25 educators, business and community members, and higher education faculty to review the draft standards. The EOC review panel submitted a report to the SCDE, which included recommendations for revisions to the draft standards. The standards writing process continued as the comments from the online public review survey, the SCDE Task Force, and the EOC Review Panel were compiled, reviewed, and used by the Writing Team to make revisions and edits to the draft standards.

A joint meeting was held with representatives from the SCDE Writing Team, the EOC Review Panel, higher education, the business community, and the State Board of Education (SBE) to further discuss the implementation of the recommendations. Further revisions were made to the draft document as a result of this meeting.

## Reconvening of the Writing Team

The ELA Writing Team reconvened on December 1, 2014, and was tasked with incorporating feedback from all sources to revise and edit the draft standards ensuring they were aligned across grade levels and showed appropriate progression from grade to grade. The Writing Team was also tasked with editing and revising standards for clarity, elimination of wordiness, and any other significant public comments or factors. The revised draft standards were then submitted to Senior Staff at the SCDE and the SBE for approval.

## Support Documents

In order to ensure the appropriate understanding and effective implementation of the *South Carolina College- and Career Ready English Language Arts Standards 2015*, support documents will be developed. Initial components of the support documents will include a glossary, vertical articulation documents, Depth of Knowledge (DOK) and Bloom's levels, and a correlation/crosswalk document. Additional support documents will be developed as needed.

## South Carolina Innovations

The following research-based practices and processes serve as the underpinnings of what must be in place in classrooms for students to become proficient readers, writers, and communicators. These components are essential for successful implementation of the new South Carolina standards. These essential practices and processes contain the same language for each grade level or course due to their universal nature. They are included within the text of this document to illuminate the connection between these practices and the standards. Support documents and professional development will be provided to further support educators' understanding.

## Inquiry-Based Literacy Standards

The Inquiry-Based Literacy Standards support teachers in structuring a classroom environment in which students can routinely and systematically engage in the process of inquiry. Students individually and collaboratively engage and interact with content to become curious, self-regulated, reflective learners. The Inquiry-Based Literacy Standards should be infused within and across all content areas and disciplines and are the responsibility of the entire school community. These standards work in concert with Disciplinary Literacy and should be viewed as a system or structure which supports student learning rather than being perceived as steps which lead to the development of a one-time research paper or project.

The Inquiry-Based Literacy Standards are listed below and are also included in each grade band or course standards section:

- **Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.**
- **Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.**
- **Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**
- **Synthesize integrated information to share learning and/or take action.**
- **Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.**

**Additional information and elaboration of the Inquiry-Based Literacy Standards will be included in a support document.**

## Disciplinary Literacy

Reading, writing, communicating, thinking critically, and performing in meaningful, relevant ways within and across disciplines are essential practices for accessing and deeply understanding content. Immersion in the language and thinking processes valued by each discipline guides students to develop and cultivate a deeper understanding of particular disciplines.

College- and career-ready students must be able to expertly navigate curriculum, paying close attention to practices unique to a particular discipline. Disciplinary Literacy works in concert with Inquiry-Based Literacy Standards to prepare students for the demands of the 21<sup>st</sup> century. These practices also offer opportunities for students to demonstrate their understanding of the content in traditional and non-traditional ways.

The *South Carolina College- and Career-Ready Standards for English Language Arts 2015* include the Disciplinary Literacy practices listed below:

- **Read, write, and communicate using knowledge of a particular discipline.**
- **Integrate the Reading, Writing, and Communication Standards and the Inquiry-Based Literacy Standards to communicate and create understanding within content areas.**
- **Extend and deepen understanding of content through purposeful, authentic, real-world tasks to show understanding and integration of content within and across disciplines.**

**Additional information and elaboration for Disciplinary Literacy will be included in a support document.**

## Fundamentals of Reading, Writing, and Communication

The Fundamentals of Reading, Writing, and Communication delineate the underlying assumptions of the processes students must use and integrate to become successful and proficient readers, writers, and communicators, regardless of their grade level or course placement. Through these processes, students apply strategies as they read, write, and communicate. As students use these processes with automaticity, they more successfully navigate new and more challenging content and tasks.

Teachers at all grade levels and in all disciplines should refer to the Fundamentals when determining what students use or neglect as they read, write, and communicate. Engagement increases as students take ownership of their learning through personal understanding and implementation of the reading, writing, and communication processes.

The Fundamentals for each strand, **while not assessed**, are an integral part of the *South Carolina College- and Career-Ready English Language Arts Standards 2015* and are listed below, as well as at the beginning of each grade band or course section.

## Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze an author's style and techniques to construct meaning.

## Fundamentals of Writing

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

## Fundamentals of Communication

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other's ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

**Additional information and elaboration of the Fundamentals will be included in a support document.**

## South Carolina Portrait of a College- and Career-Ready English Language Arts Student

A South Carolina student who is College- and Career-Ready in English Language Arts will demonstrate:

- **Academic Success and Employability:** Student demonstrates the ability to analyze deep content and construct conceptual knowledge through strategic and appropriate academic and technical skills and tools to complete tasks and solve problems in real world situations.
- **Interdependent Thinking and Collaborative Spirit:** Student develops and applies interpersonal skills through listening, speaking, writing, and reading in order to respect diversity and seek an understanding of varied perspectives. Student works collaboratively to achieve goals, solve problems, and foster innovation.
- **Intellectual Integrity and Curiosity:** Student demonstrates intellectual integrity in the ethical selection and application of resources. Student discerningly assimilates, synthesizes, and verifies research while citing relevant sources and evaluating evidence.
- **Logical Reasoning:** Student appropriately employs a variety of strategies to discern the meaning of increasingly complex texts and other modes of communication to form logical, evidence-based conclusions.
- **Self-Reliance and Autonomy:** Student demonstrates qualities of an independent, reflective learner and contributor to varied societies through self-reliance, self-improvement, constructive interactions with others, and perseverance of life-long learning.
- **Effective Communication:** Student fluently and appropriately uses various modes of communication for authentic purposes based on audience, task, and discipline.

## Graphic Representation of the Organizational Structure

### Reading – Literary Text

#### Expectations for Teaching and Learning

Learning should be modeled, supported, and reflect gradual release of responsibility at all levels. Teachers should continue to address earlier standards as they apply to more complex text. Students are expected to build upon and continue applying concepts learned previously.

By the end of second grade, students read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category fiction, they read the following specific types of texts: historical fiction, contemporary realistic fiction, picture books, folktales, fables, tall tales, and fantasy. In the category of literary nonfiction, they read autobiographical and biographical sketches. In the category of poetry, they read narrative, lyrical, and humorous poems and free verse.

#### **Meaning and Context**

**Standard 1: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.**

KINDERGARTEN	GRADE ONE	GRADE TWO
1.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	1.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	1.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.
1.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	1.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	1.2 Make predictions before and during reading; confirm or modify thinking.

**Standard 2: Summarize key details and ideas to support analysis of thematic development.**

2.1 Describe the relationship between illustrations and the text in which they appear.	2.1 Describe the relationship between the illustrations and the characters, setting or events.	2.1 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.
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Teaching in South Carolina is based on four major components: standards, curriculum, instruction, and assessment. Standards are year-end goals for student learning which inform and guide curriculum development, instructional practices, and assessment. Curriculum is developed based on standards. Instruction is the support teachers offer to navigate the curriculum that is also based on the standards. Formal and informal assessment, based on standards, guides and informs instruction.

#### **Strands**

The *South Carolina College- and Career-Ready Standards for ELA 2015* include the following **Strands**:

Inquiry-Based Literacy (**I**)  
 Reading – Literary Text (**RL**)  
 Reading – Informational Text (**RI**)  
 Writing (**W**)  
 Communication (**C**)

Each **Strand**, except Inquiry-Based Literacy, is supported by the **Key Ideas** listed below.

The Key Ideas in (**RL**) and (**RI**) are:

Meaning and Context | Language, Craft, and Structure | Range and Complexity

In (**W**), the Key Ideas are:

Meaning, Context, and Craft | Language | Range and Complexity

In (**C**), the Key Ideas are:

Meaning and Context | Language, Craft, and Structure

#### **Standards**

Each **Key Idea** is supported by one or more **Standards**. The **Standards** included in this document represent the culminating outcome which describes what students should know and be able to do when they leave our public school system; therefore, the language included in each **Standard** in the same for Kindergarten through English 4.

#### **Indicators**

Each **Standard** is supported by **Indicators** which provide specific outcomes for each grade level or course.

# Kindergarten through Grade Two Standards and Indicators

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# Inquiry-Based Literacy Standards (I)

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**Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.**

KINDERGARTEN	GRADE ONE	GRADE TWO
1.1 Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate “I wonders” about ideas of interest.	1.1 Translate “wonderings” into questions that-lead to group conversations, explorations, and investigations.	1.1 Ask self-generated questions that lead to group conversations, explorations, and investigations.

**Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.**

2.1 With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, and the environment.	2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, and the environment.	2.1 Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.
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**Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**

3.1 With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.	3.1 Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.	3.1 Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers.
3.2 With guidance and support, select information, revise ideas, and record and communicate findings.	3.2 Select the most important information, revise ideas, and record and communicate findings.	3.2 Select the most important information, revise ideas, and record and communicate findings.

**Standard 4: Synthesize information to share learning and/or take action.**

4.1 With guidance and support, discover relationships and patterns during the inquiry process.	4.1 Draw conclusions from relationships and patterns discovered during the inquiry process.	4.1 Interpret relationships and patterns discovered during the inquiry process.
4.2 With guidance and support, use tools to communicate findings.	4.2 Determine appropriate tools to communicate findings.	4.2 Use appropriate tools to communicate findings and/or take informed action.
4.3 With guidance and support, reflect on findings.	4.3 Reflect on findings and take action.	4.3 Reflect on findings and pose new questions for further inquiry.

**Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.**

5.1 With guidance and support, recognize the value of individual and collective thinking.	5.1 Recognize the value of individual and collective thinking.	5.1 Acknowledge and value individual and collective thinking.
5.2 With guidance and support monitor and assess learning to guide inquiry	5.2 Monitor and assess learning to guide inquiry.	5.2 Monitor and assess learning to guide inquiry.
<i>This indicator does not begin until Grade 1.</i>	5.3 Articulate the thinking process.	5.3 Articulate the process of learning and seek appropriate help.

# Reading – Literary Text (RL)

## ***Expectations for Teaching and Learning***

***Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.***

By the end of second grade, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: historical fiction, contemporary realistic fiction, picture books, folktales, fables, tall tales, and fantasy. In the category of literary nonfiction, they read autobiographical and biographical sketches. In the category of poetry, they read narrative, lyrical, and humorous poems and free verse.

## ***Fundamentals of Reading***

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

## **Principles of Reading (P)**

**Standard 1: Demonstrate understanding of the organization and basic features of print.**

<b>KINDERGARTEN</b>	<b>GRADE ONE</b>	<b>GRADE TWO</b>
1.1 Follow words from left to right, top to bottom, and front to back.	1.1 Recognize the distinguishing features of a sentence.	<i>1.1 Students are expected to build upon and continue applying previous learning.</i>
1.2 Recognize that spoken words are represented in written language by specific sequences of letters.	<i>1.2 Students are expected to build upon and continue applying previous learning.</i>	
1.3 Understand that words are separated by spaces in print.	<i>1.3 Students are expected to build upon and continue applying previous learning.</i>	
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	<i>1.4 Students are expected to build upon and continue applying previous learning.</i>	

**Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.**

2.1 Recognize and produce rhyming words.	2.1 Distinguish long from short vowel sounds in spoken single-syllable words.	<i>2.1 Students are expected to build upon and continue applying previous learning.</i>
2.2 Count, pronounce, blend, and segment syllables in spoken words.	2.2 Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.	<i>2.2 Students are expected to build upon and continue applying previous learning.</i>
2.3 Blend and segment onsets and rimes of single-syllable spoken words.	2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	<i>2.3 Students are expected to build upon and continue applying previous learning.</i>
2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.	2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.	<i>2.4 Students are expected to build upon and continue applying previous learning.</i>
2.5 Add or substitute individual sounds in simple, one-syllable words to make new words.	<i>2.5 Students are expected to build upon and continue applying previous learning.</i>	

**Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.**

3.1 Produce one-to-one letter-sound correspondences for each consonant.	3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.	3.1 Use knowledge of r-controlled vowels to read.
3.2 Associate long and short sounds of the five major vowels with their common spellings.	3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	3.2 Use knowledge of how syllables work to read multisyllabic words.
3.3 Read regularly spelled one-syllable words.	3.3 Read a two-syllable word by breaking the word into syllables.	3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.
3.4 Distinguish between similarly spelled consonant-vowel-consonant-patterned words by identifying the sounds of the letters that differ.	3.4 Use final -e and common vowel team conventions to read words with long vowel sounds.	3.4 Use and apply knowledge of vowel diphthongs.
3.5 Read common high-frequency words.	3.5 Read words with inflectional endings.	3.5 Use and apply knowledge of how inflectional endings change words.
3.6 Recognize grade-appropriate irregularly spelled words.	3.6 Recognize and read grade-appropriate irregularly spelled words.	3.6 Recognize and read grade-appropriate irregularly spelled words.

**Standard 4: Read with sufficient accuracy and fluency to support comprehension.**

4.1 Read emergent-reader texts with purpose and understanding.	4.1 Read grade-level texts with purpose and understanding.	4.1 Read grade-level texts with purpose and understanding.
4.2 Read emergent texts orally with accuracy, appropriate rate, and expression.	4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.	4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
4.3 Use picture cues to confirm or self-correct word recognition and understanding.	4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.	<i>Students are expected to build upon and continue applying previous learning.</i>

**Meaning and Context (MC)**

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

KINDERGARTEN	GRADE ONE	GRADE TWO
5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.
5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	5.2 Make predictions before and during reading; confirm or modify thinking.

**Standard 6: Summarize key details and ideas to support analysis of thematic development.**

6.1 Describe the relationship between illustrations and the text.	6.1 Describe the relationship between the illustrations and the characters, setting or events.	6.1 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.
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**Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.**

7.1 With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.	7.1 Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.	7.1 Retell the sequence of major events using key details; determine the theme in a text heard or read.
7.2 Read or listen closely to compare familiar texts.	7.2 Read or listen closely to compare and contrast familiar texts and texts in author and genre studies.	7.2 Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.

**Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.**

8.1 With guidance and support, read or listen closely to: a. describe characters and their actions; b. compare characters' experiences to those of the reader; c. describe setting; d. identify the problem and solution; and e. identify the cause of an event.	8.1 Read or listen closely to: a. describe characters' actions, and feelings; b. compare and contrast characters' experiences to those of the reader; c. describe setting; d. identify the plot including problem and solution; and e. describe cause and effect relationships.	8.1 Read or listen closely to: a. compare and contrast characters' actions, feelings, and responses to major events or challenges; b. describe how cultural context influences characters, setting, and the development of the plot; and c. explain how cause and effect relationships affect the development of plot.
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**Language, Craft, and Structure (LCS)**

**Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.**

KINDERGARTEN	GRADE ONE	GRADE TWO
9.1 With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia, and alliteration; identify when the author uses each.	9.1 Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each.	9.1 Identify the literary devices of simile and metaphor and sound devices; explain how the author uses each.
9.2 With guidance and support, identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	9.2 Identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	9.2 Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.

**Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

10.1 With guidance and support, ask and answer questions about known and unknown words.	10.1 Ask and answer questions about known and unknown words.	10.1 Use context to determine the meaning of words and phrases.
10.2 With guidance and support, identify new meanings for familiar words and apply them accurately.	10.2 Identify new meanings for familiar words and apply them accurately.	10.2 Determine the meaning of a newly formed word when a known affix is added to a known word.
10.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.	10.3 Use inflectional endings and affixes to determine the meaning of unknown words.	10.3 Use a base word to determine the meaning of an unknown word with the same base.
10.4 With guidance and support, identify the individual words used to form a compound word.	10.4 Identify the individual words used to form a compound word.	10.4 Use the meanings of individual words to predict the meaning of compound words.
10.5 With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings.	10.5 Use print and multimedia resources to explore word relationships and nuances in word meanings.	10.5 Use print and multimedia resources to determine or clarify the precise meaning of words or phrases.
10.6 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.	10.6 Use words and phrases acquired through talk and text; explore nuances of words and phrases.	10.6 Acquire and use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.

**Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.**

11.1 Identify the author and illustrator and define the role of each.	11.1 Identify the author’s purpose—to explain, entertain, inform, or convince.	11.1 Identify and analyze the author’s purpose.
11.2 Identify who is telling the story, the narrator or characters.	11.2 Distinguish who is telling the story at various points in a text, the narrator or characters.	11.2 Recognize differences between the points of view and perspectives of the narrator and various characters.

**Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.**

12.1 Recognize and sort types of literary texts.	12.1 Classify literary texts according to characteristics of a genre.	12.1 Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.
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12.2 Recognize the crafted text structure of recurring phrases.	12.2 Recognize how the author uses the crafted text structures of recurring phrases and dialogue.	12.2 Recognize characteristics of crafted text structures such as diary, seesaw texts, and circular texts.
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**Range and Complexity (RC)**

**Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.**

<b>KINDERGARTEN</b>	<b>GRADE ONE</b>	<b>GRADE TWO</b>
13.1 Engage in whole and small group reading with purpose and understanding.	13.1 Engage in whole and small group reading with purpose and understanding.	13.1 Engage in whole and small group reading with purpose and understanding.
13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.
13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

# Reading – Informational Text (RI)

## ***Expectations for Teaching and Learning***

***Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.***

By the end of second grade, students read informational (expository/persuasive/argumentative) texts in print and multimedia formats of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedic entries, book reviews, journals, and speeches. They also read directions, maps, timelines, and graphs.

## ***Fundamentals of Reading***

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

## **Principles of Reading (P)**

**Standard 1: Demonstrate understanding of the organization and basic features of print.**

<b>KINDERGARTEN</b>	<b>GRADE ONE</b>	<b>GRADE TWO</b>
1.1 Follow words from left to right, top to bottom, and front to back.	1.1 Recognize the distinguishing features of a sentence.	<i>1.1 Students are expected to build upon and continue applying previous learning.</i>
1.2 Recognize that spoken words are represented in written language by specific sequences of letters.	<i>1.2 Students are expected to build upon and continue applying previous learning.</i>	
1.3 Understand that words are separated by spaces in print.	<i>1.3 Students are expected to build upon and continue applying previous learning.</i>	
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	<i>1.4 Students are expected to build upon and continue applying previous learning.</i>	

**Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.**

2.1 Recognize and produce rhyming words.	2.1 Distinguish long from short vowel sounds in spoken single-syllable words.	<i>2.1 Students are expected to build upon and continue applying previous learning.</i>
2.2 Count, pronounce, blend, and segment syllables in spoken words.	2.2 Produce single-syllable words by blending sounds, including consonant blends in spoken words.	<i>2.2 Students are expected to build upon and continue applying previous learning.</i>
2.3 Blend and segment onsets and rimes of single-syllable spoken words.	2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	<i>2.3 Students are expected to build upon and continue applying previous learning.</i>
2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.	2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.	<i>2.4 Students are expected to build upon and continue applying previous learning.</i>
2.5 Add or substitute individual sounds in simple, one-syllable words to make new words.	<i>2.5 Students are expected to build upon and continue applying previous learning.</i>	

**Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.**

3.1 Produce one-to-one letter-sound correspondences for each consonant.	3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.	3.1 Use knowledge of r-controlled vowels to read.
3.2 Associate long and short sounds of the five major vowels with their common spellings.	3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	3.2 Use knowledge of how syllables work to read multisyllabic words.
3.3 Read regularly spelled one-syllable words.	3.3 Read a two-syllable word by breaking the word into syllables.	3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.
3.4 Distinguish between similarly spelled consonant-vowel-consonant-patterned words by identifying the sounds of the letters that differ.	3.4 Use final -e and common vowel team conventions to read words with long vowel sounds.	3.4 Use and apply knowledge of vowel diphthongs.
3.5 Read common high-frequency words.	3.5 Read words with inflectional endings.	3.5 Use and apply knowledge of how inflectional endings change words.
3.6 Recognize grade-appropriate irregularly spelled words.	3.6 Recognize and read grade-appropriate irregularly spelled words.	3.6 Recognize and read grade-appropriate irregularly spelled words.

**Standard 4: Read with sufficient accuracy and fluency to support comprehension.**

4.1 Read emergent-reader texts with purpose and understanding.	4.1 Read grade-level texts with purpose and understanding.	4.1 Read grade-level texts with purpose and understanding.
4.2 Read emergent texts orally with accuracy, appropriate rate, and expression.	4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.	4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
4.3 Use picture cues to confirm or self-correct word recognition and understanding.	4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.	<i>Students are expected to build upon and continue applying previous learning.</i>

**Meaning and Context (MC)**

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

KINDERGARTEN	GRADE ONE	GRADE TWO
5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.
5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	5.2 Make predictions before and during reading; confirm or modify thinking.

**Standard 6: Summarize key details and ideas to support analysis of central ideas.**

6.1 With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.	6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.	6.1 Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.
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**Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

7.1 With guidance and support, compare topics or ideas within a thematic or author study heard, read, or viewed.	7.1 Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.	7.1 Compare and contrast topics, ideas, or concepts across texts in a thematic, author, or genre study heard, read, or viewed.
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## **Language, Craft, and Structure (LCS)**

**Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.**

<b>KINDERGARTEN</b>	<b>GRADE ONE</b>	<b>GRADE TWO</b>
8.1 With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.	8.1 Identify words, phrases, illustrations, and photographs used to provide information.	8.1 Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.
8.2 With guidance and support, use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.	8.2 Use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.	8.2 Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text.

**Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

9.1 With guidance and support, ask and answer questions about known and unknown words.	9.1 Ask and answer questions about known and unknown words in a text.	9.1 Use context to determine the meaning of words and phrases.
9.2 With guidance and support, identify new meanings for familiar words and apply them accurately.	9.2 Identify new meanings for familiar words and apply them accurately.	9.2 Determine the meaning of a newly formed word when a known affix is added to the word.
9.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.	9.3 Use inflectional endings and affixes to determine the meaning of unknown words.	9.3 Use a base word to determine the meaning of an unknown word with the same base.
9.4 With guidance and support, use print and multimedia resources to explore word relationships and meanings.	9.4 Use print and multimedia resources to explore word relationships and meanings.	9.4 Use print and multimedia resources to determine or clarify the precise meaning of words and phrases.
9.5 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.	9.5 Use words and phrases acquired through talk and text; explore nuances of words and phrases.	9.5 Acquire and use general academic and domain-specific words and phrases acquired through talk and text; identify nuances of words and phrases.

**Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.**

10.1 Identify the author and illustrator and define the role of each.	10.1 Identify the author’s purpose – to explain, entertain, inform, or convince.	10.1 Identify and analyze the author’s purpose.
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**Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.**

11.1 With guidance and support, explore informational text structures within texts heard or read.	11.1 Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships.	11.1 Identify sequential order, cause and effect relationships, and compare and contrast structures within texts to locate information and gain meaning.
11.2 With guidance and support, identify the reasons an author gives to support a position.	11.2 Identify the reasons an author gives to support a position.	11.2 Identify the structures an author uses to support specific points.

**Range and Complexity (RC)**

**Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.**

<b>KINDERGARTEN</b>	<b>GRADE ONE</b>	<b>GRADE TWO</b>
12.1 Engage in whole and small group reading with purpose and understanding.	12.1 Engage in whole and small group reading with purpose and understanding.	12.1 Engage in whole and small group reading with purpose and understanding.
12.2 Read independently for sustained periods of time.	12.2 Read independently for sustained periods of time.	12.2 Read independently for sustained periods of time.
12.3 Read and respond according to task and purpose to become self-directed, critical readers, and thinkers.	12.3 Read and respond according to task and purpose to become self-directed, critical readers, and thinkers.	12.3 Read and respond according to task and purpose to become self-directed, critical readers, and thinkers.

# Writing (W)

## ***Expectations for Teaching and Learning***

***Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.***

## ***Fundamentals of Writing***

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

## **Meaning, Context, and Craft (MCC)**

**Standard 1: Write arguments to support claims with clear reasons and relevant evidence.**

<b>KINDERGARTEN</b>	<b>GRADE ONE</b>	<b>GRADE TWO</b>
1.1 Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.	1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.	1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic or text, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.

**Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.	2.1 Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure.	2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
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**Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**

3.1 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.	3.1 Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.	3.1 Explore multiple texts to write narratives that recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
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**Language (L)**

**Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.**

KINDERGARTEN	GRADE ONE	GRADE TWO
4.1 With guidance and support, use nouns.	4.1 Use common, proper, and possessive nouns.	4.1 Use collective nouns.
4.2 With guidance and support, form regular plural nouns orally by adding /s/ or /es/.	4.2 Use singular and plural nouns with matching verbs in basic sentences.	4.2 Form and use frequently occurring irregular plural nouns.
4.3 With guidance and support, understand and use interrogatives.	4.3 Use personal, possessive, and indefinite pronouns.	4.3 Use reflexive pronouns.
4.4 With guidance and support, use verbs.	4.4 Use verbs to convey a sense of past, present, and future.	4.4 Form and use the past tense of frequently occurring irregular verbs.
4.5 With guidance and support, use adjectives.	4.5 Use adjectives and adverbs.	4.5 Use adjectives and adverbs, and choose between them depending on what is to be modified.
4.6 With guidance and support, use prepositional phrases.	4.6 Use prepositions.	4.6 Use positional, time, and place prepositions.
4.7 With guidance and support, use conjunctions.	4.7 Use conjunctions.	4.7 Use conjunctions.
4.8 Produce and expand complete sentences.	4.8 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	4.8 Produce, expand, and rearrange complete simple and compound sentences.

**Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

5.1 Capitalize the first word in a sentence and the pronoun <i>I</i> .	5.1 Capitalize the first word of a sentence, dates, names, and the pronoun <i>I</i> .	5.1 Capitalize greetings, months, days of the week, holidays, geographic names, and titles.
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5.2 Recognize and name end punctuation.	5.2 Use: a. periods, question marks, and exclamation marks at the end of sentences; and b. commas in dates and to separate items in a series.	5.2 Use: a. periods, question marks, or exclamation marks at the end of sentences; b. commas in greetings and closings of letters, dates, and to separate items in a series; and c. apostrophes to form contractions and singular possessive nouns.
5.3 Write letter(s) for familiar consonant and vowel sounds.	5.3 Use conventional spelling for words with common spelling patterns.	5.3 Generalize learned spelling patterns and word families.
5.4 Spell simple words phonetically.	5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.	5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high frequency words.
5.5 Consult print and multimedia resources to check and correct spellings.	5.5 Consult print and multimedia resources to check and correct spellings.	5.5 Consult print and multimedia resources to check and correct spellings.

### **Range and Complexity (RC)**

**Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.**

<b>KINDERGARTEN</b>	<b>GRADE ONE</b>	<b>GRADE TWO</b>
6.1 With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.	6.1 With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.	6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.
6.2 Print upper- and lowercase letters.	6.2 Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.	6.2 Print upper- and lower-case letters proportionally using appropriate handwriting techniques.
6.3 Recognize that print moves from left to right and that there are spaces between words.	6.3 Write left to right leaving space between words.	<i>6.3 Students are expected to build upon and continue applying previous learning.</i>
6.4 Locate letter keys on an electronic device.	6.4 Locate letter keys on an electronic device to type simple messages.	6.4 Begin to develop efficient keyboarding skills.
<i>This indicator begins in Grade Two.</i>		6.5 Begin to develop cursive writing.

# Communication (C)

## ***Expectations for Teaching and Learning***

***Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.***

## ***Fundamentals of Communication***

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other’s ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

## **Meaning and Context (MC)**

**Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.**

<b>KINDERGARTEN</b>	<b>GRADE ONE</b>	<b>GRADE TWO</b>
1.1 Explore and create meaning through play, conversation, drama, and story-telling.	1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.	1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.
1.2 Practice the skills of taking turns, listening to others, and speaking clearly.	1.2 Practice the skills of taking turns, listening to others, and speaking clearly.	1.2 Apply the skills of taking turns, listening to others, and speaking clearly.
1.3 Practice verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.	1.3 Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space.	1.3 Apply verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.
1.4 Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.	1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.	1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.

1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made.	1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.
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1.6 This indicator does not begin until English 1.  
**English 1** Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.

**Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.**

2.1 With guidance and support, recall information from experiences or gather information from sources to ask and answer questions.	2.1 Express ideas gathered from various print and multimedia sources in a clear and concise manner.	2.1 Articulate ideas and information gathered from various print and multimedia in a concise manner that maintains a clear focus.
2.2 With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.	2.2 Participate in shared research exploring a variety of texts; express opinions and talk about findings.	2.2 Participate in shared research; record observations, new learning, opinions and articulate findings.

**Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.**

3.1 Explore how ideas and topics are depicted in a variety of media and formats.	3.1 Explore and compare how ideas and topics are depicted in a variety of media and formats.	3.1 Explain how ideas and topics are depicted in a variety of media and formats.
3.2 Use appropriate props, images, or illustrations to support verbal communication.	3.2 Use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.	3.2 Create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.

**Language, Craft and Structure (LCS)**

**Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.**

KINDERGARTEN	GRADE ONE	GRADE TWO
4.1 Identify speaker’s purpose.	4.1 Identify speaker’s purpose and details that keep the listener engaged.	4.1 Identify speaker’s purpose and details that keep the listener engaged.
4.2 Identify the introduction and conclusion of a presentation.	4.2 Identify the introduction, body, and conclusion of a presentation.	4.2 Determine if the presentation has a logical introduction, body, and conclusion.
4.3 Identify when the speaker uses intonation and word stress.	4.4 Identify when the speaker uses intonation and word stress and includes media.	4.4 Identify when the speaker uses intonation and word stress, includes media,

		addresses the audience, and determines word choice.
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**Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.**

5.1 Use voice inflection, expression, rhythm, and rhyme, when presenting poems, short stories, role-plays, or songs.	5.1 Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme.	5.1 Utilize intonation and word stress to highlight essential concepts and engage the audience.
5.2 Employ repetitive language, onomatopoeia, and/or alliteration to impact the audience.	5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact.	5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, metaphor, onomatopoeia, and alliteration for impact.
<p><i>5.3 This Indicator does not begin until English 1.</i></p> <p><b>English 1</b> <i>Develop messages that use logical, emotional, and ethical appeals.</i></p>		

# Disciplinary Literacy

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Reading, writing, communicating, thinking critically, and performing in meaningful, relevant ways within and across disciplines are essential practices for accessing and deeply understanding content. Immersion in the language and thinking processes valued by each discipline guides students to develop and cultivate a deeper understanding of particular disciplines.

College- and career-ready students must be able to expertly navigate curriculum, paying close attention to practices unique to a particular discipline. Disciplinary Literacy works in concert with Inquiry-Based Literacy Standards to prepare students for the demands of the 21<sup>st</sup> century. These practices also offer opportunities for students to demonstrate their understanding of the content in traditional and non-traditional ways.

The *South Carolina College- and Career-Ready Standards for English Language Arts 2015* include the Disciplinary Literacy practices listed below:

- **Read, write, and communicate using knowledge of a particular discipline.**
- **Integrate the Reading, Writing, and Communication Standards and the Inquiry-Based Literacy Standards to communicate and create understanding within content areas.**
- **Extend and deepen understanding of content through purposeful, authentic, real-world tasks to show understanding and integration of content within and across disciplines.**

# **Grade Three through Five Standards and Indicators**

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**State Board Approved – First Reading January 21, 2015**

# Inquiry-Based Literacy Standards (I)

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**Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.**

GRADE THREE	GRADE FOUR	GRADE FIVE
1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.	1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.	1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.

**Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.**

2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.	2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.	2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.
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**Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**

3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.	3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.	3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.
3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.	3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.	3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.

**Standard 4: Synthesize information to share learning and/or take action.**

4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.	4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.	4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.
4.2 Reflect on findings to build deeper understanding and determine next steps.	4.2 Reflect on findings to build deeper understanding and determine next steps.	4.2 Reflect on findings to build deeper understanding and determine next steps.
4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.	4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.	4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.

**Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.**

5.1 Acknowledge and value individual and collective thinking.	5.1 Acknowledge and value individual and collective thinking.	5.1 Acknowledge and value individual and collective thinking.
5.2 Employ past learning to monitor and assess current learning to guide inquiry.	5.2 Employ past learning to monitor and assess current learning to guide inquiry.	5.2 Employ past learning to monitor and assess current learning to guide inquiry.
5.3 Assess the process to revise plan and strategies to apply learning for future inquiry.	5.3 Assess the process to revise plan and strategies to apply learning for future inquiry.	5.3 Assess the process to revise plan and strategies to apply learning for future inquiry.

# Reading – Literary Text (RL)

## ***Expectations for Teaching and Learning***

***Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.***

By the end of fifth grade, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, picture books, folktales, legends, tall tales, and myths. In the category of literary nonfiction, they read personal essays, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, and free verse.

## ***Fundamentals of Reading***

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

## **Principles of Reading (P)**

**Standard 1: Demonstrate understanding of the organization and basic features of print.**

GRADE THREE	GRADE FOUR	GRADE FIVE
1.1 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Recognize the distinguishing features of a sentence.		
1.2 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Recognize that spoken words are represented in written language by specific sequences of letters.		
1.3 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Understand that words are separated by spaces in print.		
1.4 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Recognize and name all upper- and lowercase letters of the alphabet.		

**State Board Approved – First Reading January 21, 2015**

**Standard 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

<p>2.1 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p>
<p>2.2 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Orally produce single-syllable words by blending sounds including consonant blends in spoken words.</p>
<p>2.3 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p>
<p>2.4 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Segment spoken single-syllable words into their complete sequence of individual sounds.</p>
<p>2.5 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Add or substitute individual sounds in simple, one-syllable words to make new words.</p>

**Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.**

<p>3.1 Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p>3.1 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</p>	<p>3.1 Students are expected to build upon and continue applying previous learning.</p>
<p>3.2 Students are expected to build upon and continue applying previous learning. <b>Grade 5</b> Use knowledge of how syllables work to read multisyllabic words.</p>		
<p>3.3 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</p>		
<p>3.4 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Use and apply knowledge of vowel diphthongs.</p>		
<p>3.5 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Use and apply knowledge of how inflectional endings change words.</p>		
<p>3.6 Read grade-appropriate irregularly spelled words.</p>	<p>3.6 Students are expected to build upon and continue applying previous learning.</p>	

**Standard 4: Read with sufficient accuracy and fluency to support comprehension.**

<p>4.1 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Read grade-level text with purpose and understanding.</p>	
<p>4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</p>	<p>Students are expected to build upon and continue applying previous learning.</p>

4.3 Students are expected to build upon and continue applying previous learning.

**Grade 1** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Meaning and Context (MC)**

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

<b>GRADE THREE</b>	<b>GRADE FOUR</b>	<b>GRADE FIVE</b>
5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.	5.1 Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.
5.2 Students are expected to build upon and continue applying previous learning.		
<b>Grade 2</b> Make predictions before and during reading; confirm or modify thinking.		

**Standard 6: Summarize key details and ideas to support analysis of thematic development.**

6.1 Determine the theme by recalling key details that support the theme.	6.1 Determine the development of a theme within a text; summarize using key details.	6.1 Determine and analyze the development of a theme within a text; summarize using key details.
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**Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

7.1 Explain how illustrations contribute to create mood or emphasize aspects of character or setting.	7.1 Explore similarities and differences among textual, dramatic, visual, or oral presentations.	7.1 Compare and contrast textual, dramatic, visual, or oral presentations to identify similarities and differences.
7.2 Compare and contrast how an author uses characters to develop theme and plot in different texts within a series.	7.2 Compare and contrast the treatment of similar themes, topics, and patterns of events in texts and diverse media.	7.2 Compare and contrast the treatment of similar themes, topics, and patterns of events depicted in diverse modalities.

**Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.**

8.1 Use text evidence to: a. describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and b. explain the influence of cultural and historical context on characters, setting, and plot development.	8.1 Use text evidence to: a. explain how conflicts cause the characters to change or revise plans while moving toward resolution; and b. explain the influence of cultural, historical and social context on characters, setting, and plot development.	8.1 Cite evidence within text to: a. analyze two or more characters, events, or settings in a text and explain the impact on the plot; and, b. explain the influence of cultural, historical, social and political context on characters, setting, and plot development.
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**Language, Craft, and Structure (LCS)**

**Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.**

<b>GRADE THREE</b>	<b>GRADE FOUR</b>	<b>GRADE FIVE</b>
9.1 Identify and explain how the author uses metaphor, imagery, personification, hyperbole, and style to shape meaning.	9.1 Identify and explain how the author uses idioms, adages, and proverbs to shape meaning.	9.1 Cite examples of the author’s use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.
9.2 Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.	9.2 Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.	9.2 Analyze and cite examples of how the author’s choice of words and conventions combine to create mood, shape meaning, and emphasize aspects of a character or setting.

**Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

10.1 Use paragraph-level context to determine the meaning of words and phrases.	10.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.	10.1 Use cause and effect relationships and comparisons to determine the meaning of words or phrases.
10.2 Determine the meaning of a word when an affix is added to a base word.	10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.
10.3 <i>Students are expected to build upon and continue applying previous learning.</i> <b>Grade 2</b> Use a base word to determine the meaning of an unknown word with the same base.		
10.4 <i>Students are expected to continue to build upon concepts learned previously.</i> <b>Grade 2</b> Use the meanings of individual words to predict the meaning of compound words.		
10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.	10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.	10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.
10.6 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.	10.6 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.	10.6 Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.

**Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.**

11.1 Explain the differences between first and third person points of view.	11.1 Compare and contrast first and third person points of view; determine how an author’s choice of point of view influences the content and meaning.	11.1 Explain how the author’s choice of the point of view of a narrator or character impacts content, meaning, and how events are described.
11.2 Compare and contrast the reader’s point of view to that of the narrator or a character.	<i>11.2 Students are expected to build upon and continue applying concepts learned previously.</i>	

**Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.**

12.1 Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions.	12.1 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	12.1 Explain how text structures in prose, drama, or poetry differ using terms unique to the genre.
12.2 Identify crafted text structures such as a collection of photograph or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text.	12.2 Determine characteristics of crafted text structures and describe why an author uses this structure.	12.2 Compare how different crafted text structures contribute to meaning and impact the reader.

**Range and Complexity (RC)**

**Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.**

GRADE THREE	GRADE FOUR	GRADE FIVE
13.1 Engage in whole and small group reading with purpose and understanding.	13.1 Engage in whole and small group reading with purpose and understanding.	13.1 Engage in whole and small group reading with purpose and understanding.
13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.
13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

# Reading – Informational Text (RI)

## ***Expectations for Teaching and Learning***

***Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.***

By the end of fifth grade, students read informational (expository/persuasive/argumentative) texts in print and multimedia formats of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (for example, book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of multimedia informational texts.

## ***Fundamentals of Reading***

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

## **Principles of Reading (P)**

**Standard 1: Demonstrate understanding of the organization and basic features of print.**

GRADE THREE	GRADE FOUR	GRADE FIVE
1.1 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Recognize the distinguishing features of a sentence.		
1.2 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Recognize that spoken words are represented in written language by specific sequences of letters.		
1.3 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Understand that words are separated by spaces in print.		
1.4 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Recognize and name all upper- and lowercase letters of the alphabet.		

**Standard 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

<p>2.1 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p>
<p>2.2 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Orally produce single-syllable words by blending sounds including consonant blends in spoken words.</p>
<p>2.3 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p>
<p>2.4 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Segment spoken single-syllable words into their complete sequence of individual sounds.</p>
<p>2.5 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Add or substitute individual sounds in simple, one-syllable words to make new words.</p>

**Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.**

<p>3.1 Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p>3.1 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</p>	<p>3.1 Students are expected to build upon and continue applying previous learning.</p>
<p>3.2 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Use knowledge of how syllables work to read multisyllabic words.</p>		
<p>3.3 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</p>		
<p>3.4 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Use and apply knowledge of vowel diphthongs.</p>		
<p>3.5 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Use and apply knowledge of how inflectional endings change words.</p>		
<p>3.6 Read grade-appropriate irregularly spelled words.</p>	<p>3.6 Students are expected to build upon and continue applying previous learning.</p>	

**Standard 4: Read with sufficient accuracy and fluency to support comprehension.**

<p>4.1 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Read grade-level text with purpose and understanding.</p>	
<p>4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</p>	<p>Students are expected to build upon and continue applying previous learning.</p>

4.3 Students are expected to build upon and continue applying previous learning.

**Grade 1** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Meaning and Context (MC)**

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

<b>GRADE THREE</b>	<b>GRADE FOUR</b>	<b>GRADE FIVE</b>
5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.	5.1 Quote accurately from a text to analyze meaning in and beyond the text.
5.2 Students are expected to build upon and continue applying previous learning.		
<b>Grade 2</b> Make predictions before and during reading; confirm or modify thinking.		

**Standard 6: Summarize key details and ideas to support analysis of central ideas.**

6.1 Summarize multi-paragraph texts using key details to support the central idea.	6.1 Summarize multi-paragraph texts using key details to support the central idea.	6.1 Summarize a text with two or more central ideas; cite key supporting details.
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**Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

7.1 Compare and contrast diverse texts on the same topic, idea, or concept.	7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.	7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.
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## **Language, Craft, and Structure (LCS)**

**Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.**

<b>GRADE THREE</b>	<b>GRADE FOUR</b>	<b>GRADE FIVE</b>
8.1 Explain how the author uses words and phrases to inform, explain, or describe.	8.1 Determine how the author uses words and phrases to shape and clarify meaning.	8.1 Analyze how the author uses words and phrases to shape and clarify meaning.
8.2 Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text.	8.2 Apply knowledge of text features to gain meaning; describe the relationship between these features and the text.	8.2 Apply knowledge of text features in multiple sources to gain meaning or solve a problem.

**Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

9.1 Use paragraph-level context to determine the meaning of words and phrases.	9.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.	9.1 Use the overall meaning of a text or word’s position or function to determine the meaning of a word or phrase.
9.2 Determine the meaning of a word when an affix is added to a base word.	9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.
9.3 <i>Students are expected to build upon and continue applying previous learning.</i> <b>Grade 2</b> Use a base word to determine the meaning of an unknown word with the same base.		
9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.	<i>Students are expected to build upon and continue applying previous learning.</i>	
9.5 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.	9.5 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.	<i>Students are expected to build upon and continue applying previous learning.</i>

**Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.**

10.1 State the author’s purpose; distinguish one’s own perspective from that of the author.	10.1 Identify and describe the difference between a primary and secondary account of the same event or topic.	10.1 Compare and contrast a primary and secondary account of the same event or topic.
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**Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.**

11.1 Identify problem and solution, description, and question and answer structures to locate information and gain meaning.	11.1 Apply knowledge of text structures to describe how structures contribute to meaning.	11.1 Apply knowledge of text structures across multiple texts to locate information and gain meaning.
11.2 Describe the structures an author uses to support specific points.	11.2 Explain how an author uses reasons and evidence to support particular points.	11.2 Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which points.

**Range and Complexity**

**Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.**

<b>GRADE THREE</b>	<b>GRADE FOUR</b>	<b>GRADE FIVE</b>
12.1 Engage in whole and small group reading with purpose and understanding.	12.1 Engage in whole and small group reading with purpose and understanding.	12.1 Engage in whole and small group reading with purpose and understanding.
12.2 Read independently for sustained periods of time.	12.2 Read independently for sustained periods of time.	12.2 Read independently for sustained periods of time.
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

# Writing (W)

## ***Expectations for Teaching and Learning***

***Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.***

## ***Fundamentals of Writing***

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

## **Meaning, Context, and Craft (MCC)**

**Standard 1: Write arguments to support claims with clear reasons and relevant evidence.**

<b>GRADE THREE</b>	<b>GRADE FOUR</b>	<b>GRADE FIVE</b>
<p>1.1 Write opinion pieces that:</p> <p>a. introduce the topic or text, state an opinion, and create an organizational structure that includes reasons;</p> <p>b. use information from multiple print and multimedia sources;</p> <p>c. organize supporting reasons logically;</p> <p>d. use transitional words or phrases to connect opinions and reasons;</p> <p>e. use paraphrasing and original language to avoid plagiarism; and</p> <p>f. provide a concluding statement or section.</p>	<p>1.1 Write opinion pieces that:</p> <p>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;</p> <p>b. use information from multiple print and multimedia sources;</p> <p>c. provide reasons supported by facts and details;</p> <p>d. use transitional words or phrases to connect opinions and reasons;</p> <p>e. use paraphrasing, quotations, and original language to avoid plagiarism; and</p>	<p>1.1 Write arguments that:</p> <p>a. introduce a topic or text clearly, state a claim, and create an organizational structure in which related ideas are grouped to support the writer's purpose;</p> <p>b. use information from multiple print and multimedia sources;</p> <p>c. provide logically ordered reasons supported by relevant facts and details;</p> <p>d. use transitional words, phrases, and clauses to connect claim and reasons;</p> <p>e. use paraphrasing, summarizing, quotations, and original language to avoid</p>

	f. provide a concluding statement or section related to the opinion presented.	plagiarism; and f. provide a concluding statement or section related to the claim presented.
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**Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

<p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> <li>a. introduce a topic and group related information together;</li> <li>b. use information from multiple print and multimedia sources;</li> <li>c. include illustrations to aid comprehension;</li> <li>d. develop the topic with facts, definitions, and details;</li> <li>e. use paraphrasing and original language to avoid plagiarism;</li> <li>f. use transition words and phrases to connect ideas within categories of information;</li> <li>g. develop a style and tone authentic to the purpose; and</li> <li>h. provide a concluding statement or section.</li> </ul>	<p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> <li>a. introduce a topic clearly;</li> <li>b. use information from multiple print and multimedia sources;</li> <li>c. group related information in paragraphs and sections;</li> <li>d. include formatting, illustrations, and multimedia to aid comprehension;</li> <li>e. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;</li> <li>f. use paraphrasing, quotations, and original language to avoid plagiarism;</li> <li>g. link ideas within categories of information using words and phrases;</li> <li>h. use precise language and domain-specific vocabulary to inform or explain the topic;</li> <li>i. develop a style and tone authentic to the purpose; and</li> <li>j. provide a concluding statement or section relate to the information or explanation presented.</li> </ul>	<p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> <li>a. introduce a topic clearly;</li> <li>b. use relevant information from multiple print and multimedia sources;</li> <li>c. provide a general observation and focus;</li> <li>d. group related information logically;</li> <li>e. use credible sources;</li> <li>f. include formatting, illustrations, and multimedia to aid comprehension;</li> <li>g. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;</li> <li>h. use paraphrasing, quotations, summarizing, and original language to avoid plagiarism;</li> <li>i. link ideas within and across categories of information using words, phrases, and clauses;</li> <li>j. use precise language and domain-specific vocabulary to inform or explain the topic;</li> <li>k. develop a style and tone authentic to the purpose; and</li> <li>l. provide a concluding statement or section related to the information or explanation presented.</li> </ul>
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**Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**

<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> <li>a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;</li> <li>b. establish a situation and introduce a narrator and/or characters;</li> <li>c. organize an event sequence that unfolds naturally;</li> <li>d. use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations;</li> <li>e. use temporal words and phrases to signal event order;</li> <li>f. use imagery, precise words, and sensory details to develop characters and convey experiences and events; and</li> <li>g. provide a sense of closure.</li> </ul>	<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> <li>a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;</li> <li>b. orient the reader by establishing a situation and introducing a narrator and/or characters;</li> <li>c. organize an event sequence that unfolds naturally;</li> <li>d. use dialogue and description to develop experiences and events or show the responses of characters to situations;</li> <li>e. use a variety of transitional words and phrases to manage the sequence of events;</li> <li>f. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and</li> <li>g. provide a conclusion that follows from the narrated experiences or events.</li> </ul>	<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> <li>a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;</li> <li>b. orient the reader by establishing a situation and introducing a narrator and/or characters;</li> <li>c. organize an event sequence that unfolds naturally;</li> <li>d. use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations;</li> <li>e. use a variety of transitional words, phrases, and clauses to manage the sequence of events;</li> <li>f. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and</li> <li>g. provide a conclusion that follows from the narrated experiences or events.</li> </ul>
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**Language (L)**

**Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.**

GRADE THREE	GRADE FOUR	GRADE FIVE
<p>4.1 When writing:</p> <ul style="list-style-type: none"> <li>a. show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs;</li> <li>b. form and use regular and irregular plural nouns; use abstract nouns;</li> <li>c. form and use regular and irregular verbs;</li> </ul>	<p>4.1 When writing:</p> <ul style="list-style-type: none"> <li>a. use relative pronouns and relative adverbs;</li> <li>b. form and use the progressive verb tenses;</li> <li>c. use modal auxiliaries to convey various conditions;</li> <li>d. use modal auxiliaries and the progressive</li> </ul>	<p>4.1 When writing:</p> <ul style="list-style-type: none"> <li>a. show knowledge of the function of conjunctions, prepositions, and interjections;</li> <li>b. form and use the perfect verb tenses;</li> <li>c. use verb tense to convey various times, sequences, states, and conditions;</li> <li>d. recognize and use appropriate continuity or</li> </ul>

<p>d. form and use the simple verb tenses;</p> <p>e. ensure subject-verb and pronoun-antecedent agreement;</p> <p>f. form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified;</p> <p>g. form and use prepositional phrases;</p> <p>h. use coordinating and subordinating conjunctions; and</p> <p>i. produce simple, compound, and complex sentences.</p>	<p>verb tenses, recognizing and correcting inappropriate shifts in verb tense;</p> <p>e. order adjectives within sentences according to conventional patterns;</p> <p>f. use relative pronouns and relative adverbs;</p> <p>g. explore using prepositional phrases in different positions within a sentence;</p> <p>h. use coordinating and subordinating conjunctions;</p> <p>i. use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; and</p> <p>j. use frequently confused homonyms correctly.</p>	<p>shifts in verb tense; and</p> <p>e. use correlative conjunctions.</p>
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**Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

<p>5.1 Capitalize appropriate words in titles, historical periods, company names, product names, and special events.</p>	<p>5.1 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.</p>	<p>5.1 Apply correct usage of capitalization.</p>
<p>5.2 Use:</p> <p>a. apostrophes to form contractions and singular and plural possessives;</p> <p>b. quotation marks to mark direct speech; and</p> <p>c. commas in locations and addresses, to mark direct speech, and with coordinating adjectives.</p>	<p>5.2 Use:</p> <p>a. apostrophes to form possessives and contractions;</p> <p>b. quotation marks and commas to mark direct speech; and</p> <p>c. commas before a coordinating conjunction in a compound sentence.</p>	<p>5.2 Use:</p> <p>a. apostrophes and quotation marks; and</p> <p>b. commas for appositives, to set off the words <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence, and to indicate direct address.</p>
<p>5.3 Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.</p>	<p><i>5.3 Students are expected to build upon and continue applying previous learning.</i></p>	
<p>5.4 Use spelling patterns and generalizations.</p>	<p>5.4 Use spelling patterns and generalizations.</p>	<p><i>5.4 Students are expected to build upon and continue applying previous learning.</i></p>

5.5 Consult print and multimedia sources to check and correct spellings.	<i>5.5 Students are expected to build upon and continue applying previous learning.</i>
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### **Range and Complexity (RC)**

**Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.**

<b>GRADE THREE</b>	<b>GRADE FOUR</b>	<b>GRADE FIVE</b>
6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.	6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.	6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.
<i>6.2 Students are expected to build upon and continue applying previous learning.</i>		
<b>Grade 1</b> <i>Print upper- and lower-case letters proportionally using appropriate handwriting techniques.</i>		
<i>6.3 Students are expected to build upon and continue applying previous learning.</i>		
<b>Grade 1</b> <i>Write left to right leaving space between words.</i>		
6.4 Continue to develop effective keyboarding skills.	6.4 Demonstrate effective keyboarding skills.	<i>Students are expected to build upon and continue applying previous learning.</i>
6.5 Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.	<i>Students are expected to build upon and continue applying previous learning.</i>	

# Communication (C)

## ***Expectations for Teaching and Learning***

***Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.***

***Teachers should continue to address earlier standards as they apply to more complex text.***

***Students are expected to build upon and continue applying concepts learned previously.***

## ***Fundamentals of Communication***

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other's ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

## **Meaning and Context (MC)**

**Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.**

<b>GRADE THREE</b>	<b>GRADE FOUR</b>	<b>GRADE FIVE</b>
1.1 Explore and create meaning through conversation and interaction with peers and adults.	1.1 Explore and create meaning by formulating questions, engaging in purposeful dialogue with peers and adults, sharing ideas and considering alternate viewpoints.	1.1 Consider viewpoints of others by listening, reflecting, and formulating questions before articulating personal contributions.
1.2 Participate in discussions; ask questions to acquire information concerning a topic, text, or issue.	1.2 Participate in discussions; ask and respond to questions to acquire information concerning a topic, text, or issue.	1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.
1.3 Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's	1.3 Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's	1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.

own turn in a respectful way.	own turn in a respectful way.	
1.4 Engage in focused conversations about grade appropriate topics and texts; build on ideas of others to clarify thinking and express new thoughts.	1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose specific questions, and respond to clarify thinking and express new thoughts.	1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose specific questions, and respond to clarify thinking and express new thoughts.
1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	1.5 Explain personal ideas while building on the ideas of others to demonstrate understanding of diverse perspectives.
1.6 <i>This indicator does not begin until English 1.</i>		
<b>English 1</b> <i>Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.</i>		

**Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.**

2.1 Recall information from experiences and gather information from print and multimedia sources; take brief notes from sources, categorize, and organize.	2.1 Articulate ideas, perspectives and information with details and supporting evidence in a logical sequence with a clear introduction, body, and conclusion.	2.1 Analyze ideas, perspectives and information using examples and supporting evidence related to the topic.
2.2 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.	2.2 Discuss the purpose and the credibility of information presented in diverse media and formats.	2.2 Analyze the credibility of information presented in diverse media and formats.
2.3 Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.	2.3 <i>Students are expected to build upon and continue applying previous learning.</i>	

**Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.**

3.1 Compare how ideas and topics are depicted in a variety of media and formats.	3.1 Compare and contrast how ideas and topics are depicted in a variety of media and formats.	3.1 Compare and contrast how ideas and topics are depicted in a variety of media and formats.
3.2 Create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.	3.2 Create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.	3.2 Create presentations that integrate visual displays and other multimedia to enrich the presentation.

## **Language, Craft, and Structure (LCS)**

**Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.**

<b>GRADE THREE</b>	<b>GRADE FOUR</b>	<b>GRADE FIVE</b>
4.1 Identify style a speaker uses to present content.	4.1 Identify presentation style a speaker uses to enhance the development of central idea or theme.	4.1 Identify a speaker’s claim and determine the effectiveness of how each point is presented to support the claim.
4.2 Determine if the presentation has a purposeful organizational strategy, with appropriate transitions.	4.2 Determine if the presentation has a purposeful organizational strategy, with appropriate transitions.	4.2 Identify the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.
4.2 Identify why the speaker: a. uses intonation and word stress; b. includes media; c. addresses the audience; d. determines word choice; and e. incorporates figurative language and literary devices.	4.3 Identify how and why the speaker: a. uses intonation and word stress; b. includes media; c. addresses the audience; d. determines word choice; and e. incorporates figurative language and literary devices.	4.3 Identify how and why the speaker: a. uses intonation and word stress; b. includes media; c. addresses the audience; d. determines word choice; and e. incorporates figurative language and literary devices.

**Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.**

5.1 Set a purpose and integrate craft techniques to create presentations.	5.1 Set a purpose and integrate craft techniques to create presentations.	5.1 Set a purpose, integrate craft techniques and maintain a clear focus in presentations.
5.2 Employ metaphor, imagery, personification, and hyperbole when appropriate to impact the audience.	5.2 Employ hyperbole, imagery, personification, idioms, adages, and proverbs when appropriate to convey messages.	5.2 Articulate clearly a message using figurative language, dialogue, idioms, adages, proverbs, and imagery when appropriate to impact the audience.
5.3 <i>This indicator does not begin until English 1.</i>		
<b>English 1</b> <i>Develop messages that use logical, emotional, and ethical appeals.</i>		

# Disciplinary Literacy

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Reading, writing, communicating, thinking critically, and performing in meaningful, relevant ways within and across disciplines are essential practices for accessing and deeply understanding content. Immersion in the language and thinking processes valued by each discipline guides students to develop and cultivate a deeper understanding of particular disciplines.

College- and career-ready students must be able to expertly navigate curriculum, paying close attention to practices unique to a particular discipline. Disciplinary Literacy works in concert with Inquiry-Based Literacy Standards to prepare students for the demands of the 21<sup>st</sup> century. These practices also offer opportunities for students to demonstrate their understanding of the content in traditional and non-traditional ways.

The *South Carolina College- and Career-Ready Standards for English Language Arts 2015* include the Disciplinary Literacy practices listed below:

- **Read, write, and communicate using knowledge of a particular discipline.**
- **Integrate the Reading, Writing, and Communication Standards and the Inquiry-Based Literacy Standards to communicate and create understanding within content areas.**
- **Extend and deepen understanding of content through purposeful, authentic, real-world tasks to show understanding and integration of content within and across disciplines.**

# **Grade Six through Eight Standards and Indicators**

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**State Board Approved – First Reading January 21, 2015**

# Inquiry-Based Literacy Standards (I)

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**Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.**

GRADE SIX	GRADE SEVEN	GRADE EIGHT
1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.	1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.	1.1 Develop a range of questions to frame inquiry for new learning and deeper understanding.

**Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.**

2.1 Transact with text in order to formulate logical questions based on evidence, generate explanations, propose and present conclusions, and consider multiple perspectives.	2.1 Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.	2.1 Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.
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**Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**

3.1 Develop a plan of action by using appropriate discipline-specific strategies.	3.1 Develop a plan of action by using appropriate discipline-specific strategies.	3.1 Develop a plan of action by using appropriate discipline-specific strategies.
3.2 Examine historical, social, cultural, or political context to broaden inquiry.	3.2 Examine historical, social, cultural, or political context to broaden inquiry.	3.2 Examine historical, social, cultural, or political context to broaden inquiry.
3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.	3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.	3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.
3.4 Organize and categorize important information, revise ideas, and report relevant findings.	3.4 Organize and categorize important information, revise ideas, and report relevant findings.	3.4 Organize and categorize important information, revise ideas, and report relevant findings.

**Standard 4: Synthesize integrated information to share learning and/or take action.**

4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.	4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.	4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.
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4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.	4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.	4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.
4.3 Reflect on findings and pose appropriate questions for further inquiry.	4.3 Reflect on findings and pose appropriate questions for further inquiry.	4.3 Reflect on findings and pose appropriate questions for further inquiry.

**Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.**

5.1 Acknowledge and value individual and collective thinking; use feedback from peers and adults to guide the inquiry process.	5.1 Acknowledge and value individual and collective thinking; use feedback from peers and adults to guide the inquiry process.	5.1 Acknowledge and value individual and collective thinking and using feedback from peers and adults to guide the inquiry process.
5.2 Employ past and present learning in order to monitor and guide inquiry.	5.2 Employ past and present learning in order to monitor and guide inquiry.	5.2 Employ past and present learning in order to monitor and guide inquiry.
5.3 Assess the processes-to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry.	5.3 Assess the processes to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry.	5.3 Assess the processes to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry.

# Reading – Literary Text

## Expectations for Teaching and Learning

*Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.*

By the end of grade eight, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, folktales, tall tales, and myths. In the category of literary nonfiction, they read personal essays, classical essays, memoirs, autobiographical and biographical sketches, character sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

## Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

## Principles of Reading (P)

**Standard 1: Demonstrate understanding of the organization and basic features of print.**

GRADE SIX	GRADE SEVEN	GRADE EIGHT
1.1 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Recognize the distinguishing features of a sentence.		
1.2 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Recognize that spoken words are represented in written language by specific sequences of letters.		
1.3 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Understand that words are separated by spaces in print.		
1.4 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Recognize and name all upper- and lowercase letters of the alphabet.		

**Standard 2: Demonstrate understanding of spoken words, syllables, and sounds**

<p>2.1 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p>
<p>2.2 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Orally produce single-syllable words by blending sounds including consonant blends in spoken words.</p>
<p>2.3 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p>
<p>2.4 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Segment spoken single-syllable words into their complete sequence of individual sounds.</p>
<p>2.5 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Add or substitute individual sounds in simple, one-syllable words to make new words.</p>

**Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.**

<p>3.1 Students are expected to build upon and continue applying previous learning. <b>Grade 4</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context and out of context.</p>
<p>3.2 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Use knowledge of how syllables work to read multisyllabic words.</p>
<p>3.3 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</p>
<p>3.4 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Use and apply knowledge of vowel diphthongs.</p>
<p>3.5 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Use and apply knowledge of how inflectional endings change words.</p>
<p>3.6 Students are expected to build upon and continue applying previous learning. <b>Grade 3</b> Read grade-appropriate irregularly spelled words.</p>

**Standard 4: Read with sufficient accuracy and fluency to support comprehension.**

<p>4.1 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Read grade-level text with purpose and understanding.</p>
<p>4.2 Students are expected to build upon and continue applying previous learning. <b>Grade 4</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</p>
<p>4.3 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

## **Meaning and Context (MC)**

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

<b>GRADE SIX</b>	<b>GRADE SEVEN</b>	<b>GRADE EIGHT</b>
5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
5.2 <i>Students are expected to build upon and continue applying previous learning.</i> <b>Grade 2</b> <i>Make predictions before and during reading; confirm or modify thinking.</i>		

**Standard 6: Summarize key details and ideas to support analysis of thematic development.**

6.1 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	6.1 Determine one or more themes and analyze the development; provide an objective summary.	6.1 Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.
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**Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

7.1 Compare and contrast a narrative, drama, or poem read to an audio, video, or live version of the same text.	7.1 Interpret how a literary text relates to diverse media with an emphasis on the effect various media techniques have on ideas, themes, and topics.	7.1 Analyze how a visual or audio adaptation of a narrative or drama modifies or embellishes the text.
7.2 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	7.2 Compare and contrast a literary depiction of a time, place, or character to a historical account of the same period to understand how authors use or alter history for rhetorical effect.	7.2 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is rendered new.

**Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.**

8.1 Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot and characters.	8.1 Analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; determine the impact of contextual influences on setting, plot, and characters.	8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters.
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## Language, Craft, and Structure (LCS)

**Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.**

GRADE SIX	GRADE SEVEN	GRADE EIGHT
9.1 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.	9.1 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of rhymes and other repetitions of sounds on specific verses or stanzas of poems or sections of narrative or drama.	9.1 Determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
9.2 Analyze the author’s word and convention choices and draw conclusions about how they impact meaning and tone.	9.2 Analyze the impact of the author’s choice of words, word phrases, and conventions on meaning and tone.	<i>Students are expected to build upon and continue applying previous learning</i>

**Standard 10: Apply a range of strategies to determine the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

10.1 Use the overall meaning of a text or a word’s position or function to determine the meaning of a word or phrase.	<i>10.1 Students are expected to build upon and continue applying previous learning.</i>
<i>10.2 Students are expected to build upon and continue applying previous learning.</i>	
<b>Grade 4</b> Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	
<i>10.3 Students are expected to build upon and continue applying previous learning.</i>	
<b>Grade 2</b> Use a base word to determine the meaning of an unknown word with the same base.	
<i>10.4. Students are expected to build upon and continue applying previous learning.</i>	
<b>Grade 5</b> Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.	
10.5 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.	<i>10.5 Students are expected to build upon and continue applying previous learning.</i>

**Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective or purpose shapes content, meaning, and style.**

11.1 Explain how an author’s development of the point of view of the narrator or speaker impacts content, meaning, and style.	11.1 Analyze how an author develops and contrasts points of view to impact content, meaning, and style.	11.1 Analyze how the author’s development of the differences in points of view between the characters and the reader create suspense or humor.
11.2 <i>Students are expected to build upon and continue applying previous learning.</i>		
<b>Grade 3</b> Compare and contrast the reader’s point of view to that of the narrator or a character.		

**Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.**

12.1 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	12.1 Analyze how complex text structures in prose, drama, and poetry contribute to development of theme, setting, or plot.	12.1 Compare and contrast the structure of two or more texts with similar topics or themes and analyze how the differing structure of each contributes to meaning.
12.2 Compare and contrast how different text structures contribute to meaning and impact the reader.	12.2 Analyze the author’s choice of structures within the text and draw conclusions about how they impact meaning.	12.2 Analyze the author’s choice of structures within the text and draw conclusions about how they impact meaning.

**Range and Complexity (RC)**

**Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.**

GRADE SIX	GRADE SEVEN	GRADE EIGHT
13.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.	13.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.	13.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.
13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.
13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.	13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.	13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.

# Reading – Informational Text (RI)

## ***Expectations for Teaching and Learning***

***Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.***

By the end of grade eight, students read informational (expository/persuasive/argumentative) texts in multimedia formats of the following types: essays, historical documents, research reports, contracts, position statements, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, book, movie, or product reviews, journals, and speeches. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of multimedia informational texts.

## ***Fundamentals of Reading***

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze an author’s style and techniques to construct meaning.

## **Principles of Reading (P)**

**Standard 1: Demonstrate understanding of the organization and basic features of print.**

GRADE SIX	GRADE SEVEN	GRADE EIGHT
1.1 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Recognize the distinguishing features of a sentence.		
1.2 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Recognize that spoken words are represented in written language by specific sequences of letters.		
1.3 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Understand that words are separated by spaces in print.		
1.4 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Recognize and name all upper- and lowercase letters of the alphabet.		

**Standard 2: Demonstrate understanding of spoken words, syllables, and sounds**

<p>2.1 Students are expected to build upon and continue applying previous learning.  <b>Grade 1</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p>
<p>2.2 Students are expected to build upon and continue applying previous learning.  <b>Grade 1</b> Orally produce single-syllable words by blending sounds including consonant blends in spoken words.</p>
<p>2.3 Students are expected to build upon and continue applying previous learning.  <b>Grade 1</b> Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p>
<p>2.4 Students are expected to build upon and continue applying previous learning.  <b>Grade 1</b> Segment spoken single-syllable words into their complete sequence of individual sounds.</p>
<p>2.5 Students are expected to build upon and continue applying previous learning.  <b>Kindergarten</b> Add or substitute individual sounds in simple, one-syllable words to make new words.</p>

**Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.**

<p>3.1 Students are expected to build upon and continue applying previous learning.  <b>Grade 4</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context and out of context.</p>
<p>3.2 Students are expected to build upon and continue applying previous learning.  <b>Grade 2</b> Use knowledge of how syllables work to read multisyllabic words.</p>
<p>3.3 Students are expected to build upon and continue applying previous learning.  <b>Grade 2</b> Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</p>
<p>3.4 Students are expected to build upon and continue applying previous learning.  <b>Grade 2</b> Use and apply knowledge of vowel diphthongs.</p>
<p>3.5 Students are expected to build upon and continue applying previous learning.  <b>Grade 2</b> Use and apply knowledge of how inflectional endings change words.</p>
<p>3.6 Students are expected to build upon and continue applying previous learning.  <b>Grade 3</b> Read grade-appropriate irregularly spelled words.</p>

**Standard 4: Read with sufficient accuracy and fluency to support comprehension.**

<p>4.1 Read grade-level text with purpose and understanding.</p>	<p>4.1 Read grade-level text with purpose and understanding.</p>	<p>4.1 Read grade-level text with purpose and understanding.</p>
<p>4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</p>	<p>4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</p>	<p>4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</p>

4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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### **Meaning and Context (MC)**

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

<b>GRADE SIX</b>	<b>GRADE SEVEN</b>	<b>GRADE EIGHT</b>
5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
5.2 <i>Students are expected to build upon and continue applying previous learning.</i> <b>Grade 2</b> <i>Make predictions before and during reading; confirm or modify thinking.</i>		

**Standard 6: Summarize key details and ideas to support analysis of central ideas.**

6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details.	6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.	6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.
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**Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

7.1 Integrate information presented in different media or formats to develop a coherent understanding of a topic or issue.	7.1 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.	7.1 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.
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### **Language, Craft, and Structure (LCS)**

**Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.**

<b>GRADE SIX</b>	<b>GRADE SEVEN</b>	<b>GRADE EIGHT</b>
8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.	8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words or phrases on meaning and tone.	8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.

8.2 Identify text features and structures that support an author’s ideas or claim.	8.2 Determine the impact of text features and structures on an author’s ideas or claim.	8.2 Analyze the impact of text features and structures on authors’ similar ideas or claims about the same topic.
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**Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

9.1 Determine the meaning of a word or phrase using the overall meaning of a text or a word’s position or function.	<i>9.1 Students are expected to build upon and continue applying previous learning.</i>	
9.2 Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases, and affixes.	<i>9.2 Students are expected to build upon and continue applying previous learning.</i>	
<i>9.3 Students are expected to build upon and continue applying previous learning.</i>		
<b>Grade 2</b> Use a base word to determine the meaning of an unknown word with the same base.		
<i>9.4 Students are expected to build upon and continue applying previous learning.</i>		
<b>Grade 4</b> Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.		
<i>9.5 Students are expected to build upon and continue applying previous learning.</i>		
<b>Grade 5</b> Acquire and use general academic and domain specific words or phrases that signal contrast, addition, and logical relationships; demonstrate and understanding of nuances and jargon.		

**Standard 10: Analyze and provide evidence of how the author’s choice of purpose or perspective shapes content, meaning, and style.**

10.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented.	10.1 Determine an author’s perspective or purpose and analyze how the author distinguishes his/her position from others.	10.1 Determine an author’s perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.
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**Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.**

11.1 Identify text features and structures that support an author’s idea or claim.	11.1 Determine the impact of text features and structures on an author’s ideas or claims.	11.1 Analyze the impact of text features and structures on authors’ similar ideas or claims about the same topic.
11.2 Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	11.2 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

**Range and Complexity (RC)**

**Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning and building stamina; reflect and respond to increasingly complex text over time.**

<b>GRADE SIX</b>	<b>GRADE SEVEN</b>	<b>GRADE EIGHT</b>
12.1 Engage in whole and small group reading with purpose and understanding.	12.1 Engage in whole and small group reading with purpose and understanding.	12.1 Engage in whole and small group reading with purpose and understanding.
12.2 Read independently for sustained periods of time.	12.2 Read independently for sustained periods of time.	12.2 Read independently for sustained periods of time.
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

# Writing (W)

## ***Expectations for Teaching and Learning***

***Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.***

## ***Fundamentals of Writing***

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

## **Meaning, Context, and Craft (MCC)**

**Standard 1: Write arguments to support claims with clear reasons and relevant evidence.**

<b>GRADE SIX</b>	<b>GRADE SEVEN</b>	<b>GRADE EIGHT</b>
<p>1.1 Write arguments that:</p> <p>a. introduce a focused claim and organize reasons and evidence clearly;</p> <p>b. use information from multiple print and multimedia sources;</p> <p>c. support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text;</p> <p>d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence;</p> <p>e. paraphrase, quote, and summarize,</p>	<p>1.1 Write arguments that:</p> <p>a. introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text;</p> <p>d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence;</p>	<p>1.1 Write arguments that:</p> <p>a. introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. support claims using valid reasoning and a variety of relevant evidence from accurate, verifiable sources;</p> <p>d. use an organizational structure that provides unity and clarity among claims, counterclaims, reasons, and evidence;</p>

<p>avoiding plagiarism and providing basic bibliographic information for sources;</p> <p>f. establish and maintain a formal style; and</p> <p>g. provide a conclusion that follows from and supports the argument.</p>	<p>e. develop the claim providing credible evidence and data for each;</p> <p>f. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation;</p> <p>g. establish and maintain a formal style and objective tone; and</p> <p>h. provide a concluding statement or section that follows from and supports the argument.</p>	<p>e. develop the claim and counterclaims providing credible evidence and data for each;</p> <p>f. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation;</p> <p>g. establish and maintain a formal style and objective tone; and</p> <p>h. provide a concluding statement or section that follows from and supports the argument.</p>
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**Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

<p>2.1 Write informative/explanatory texts that:</p> <p>a. introduce a focused topic;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information;</p> <p>d. use credible sources;</p> <p>e. include formatting, graphics, and multimedia to aid comprehension;</p> <p>f. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;</p> <p>g. paraphrase, quote, and summarize to avoid plagiarism;</p> <p>h. follow a standard format for citation;</p> <p>i. use appropriate transitions to clarify the relationships among ideas and concepts;</p> <p>j. use precise language and domain-specific vocabulary to inform or explain the topic;</p> <p>k. establish and maintain a style and tone</p>	<p>2.1 Write informative/explanatory texts that:</p> <p>a. introduce a topic clearly, previewing what is to follow;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information;</p> <p>d. use credible sources;</p> <p>e. include formatting, graphics, and multimedia to aid comprehension;</p> <p>f. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;</p> <p>g. paraphrase, quote, and summarize to avoid plagiarism;</p> <p>h. follow a standard format for citation;</p> <p>i. use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts;</p> <p>j. use precise language and domain-specific</p>	<p>2.1 Write informative/explanatory texts that:</p> <p>a. introduce a topic;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. organize ideas, concepts, and information into broader categories;</p> <p>d. assess the credibility of each source;</p> <p>e. include formatting, graphics, and multimedia to aid comprehension;</p> <p>f. develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples;</p> <p>g. paraphrase, quote, and summarize to avoid plagiarism;</p> <p>h. follow a standard format for citation;</p> <p>i. use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts;</p> <p>j. use precise language and domain-specific vocabulary to explain the topic;</p> <p>k. establish and maintain a style and tone</p>
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<p>authentic to the purpose; and</p> <p>l. provide a concluding statement or section that follows the information or explanation presented.</p>	<p>vocabulary to inform or explain the topic;</p> <p>k. establish and maintain a style and tone authentic to the purpose; and</p> <p>l. provide a concluding statement or section that follows and supports the information or explanation presented.</p>	<p>authentic to the purpose; and</p> <p>l. provide a concluding statement or section that follows and supports the information or explanation presented.</p>
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**Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**

<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>a. develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences;</p> <p>b. engage and orient the reader by establishing a context and introducing a narrator and/or characters;</p> <p>c. organize an event sequence that unfolds naturally and logically;</p> <p>d. use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters;</p> <p>e. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;</p> <p>f. use imagery, precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events and develop characters; and</p> <p>g. provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>a. develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;</p> <p>b. engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters;</p> <p>c. organize an event sequence that unfolds naturally and logically;</p> <p>d. use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters;</p> <p>e. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;</p> <p>f. use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences and events and develop characters; and</p> <p>g. provide a conclusion that follows from and reflects on narrated experiences or events.</p>	<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>a. develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;</p> <p>b. engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters;</p> <p>c. organize an event sequence that unfolds naturally and logically;</p> <p>d. use dialogue, pacing, manipulation of time, and reflection, to develop experiences, events, and/or characters;</p> <p>e. use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events;</p> <p>f. use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences and events, and develop characters; and</p> <p>g. provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
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**Language (L)**

**Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

GRADE SIX	GRADE SEVEN	GRADE EIGHT
<p>4.1 When writing:</p> <ul style="list-style-type: none"> <li>a. ensure that subjective, objective, and possessive pronouns are in the proper case;</li> <li>b. use intensive pronouns;</li> <li>c. recognize and use appropriate continuity and shifts in pronoun number and person;</li> <li>d. recognize and correct pronouns with unclear or ambiguous antecedents;</li> <li>e. recognize variations from standard English in one’s own and others' writing; and</li> <li>f. identify and use strategies to improve expression in conventional language.</li> </ul>	<p>4.1 When writing:</p> <ul style="list-style-type: none"> <li>a. show knowledge of the function of phrases and clauses in general and their function in specific sentences;</li> <li>b. choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas; and</li> <li>c. use phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul>	<p>4.1 When writing:</p> <ul style="list-style-type: none"> <li>a. show knowledge of the function of gerunds, participles, and infinitives and their functions in particular sentences;</li> <li>b. form and use verbs in the active and passive voice;</li> <li>c. form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood; and</li> <li>d. recognize and correct inappropriate shifts in verb voice and mood.</li> </ul>

**Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

<p><i>5.1 Students are expected to build upon and continue applying previous learning.</i></p>		
<p><b>Grade 5</b> Apply correct usage of capitalization in writing.</p>		
<p>5.2 Use:</p> <ul style="list-style-type: none"> <li>a. commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements; and</li> <li>b. semicolons to connect main clauses and colons to introduce a list or quotation.</li> </ul>	<p>5.2 Use:</p> <ul style="list-style-type: none"> <li>a. a comma to separate coordinate adjectives; and</li> <li>b. a comma after introductory subordinate clauses.</li> </ul>	<p>5.2 Use:</p> <ul style="list-style-type: none"> <li>a. commas, ellipses, and dashes to indicate a pause, break, or omission; and</li> <li>b. an ellipsis to indicate an omission.</li> </ul>
<p><i>5.3 Students are expected to build upon and continue applying previous learning.</i></p>		
<p><b>Grade 3</b> Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.</p>		
<p><i>5.4 Students are expected to build upon and continue applying previous learning.</i></p>		
<p><b>Grade 4</b> Use spelling patterns and generalizations.</p>		
<p><i>5.5 Students are expected to build upon and continue applying previous learning.</i></p>		
<p><b>Grade 3</b> Consult print and multimedia resources to check and correct spelling.</p>		

## **Range and Complexity (RC)**

**Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.**

GRADE SIX	GRADE SEVEN	GRADE EIGHT
6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.	6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.	6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.
6.2 Students are expected to build upon and continue applying previous learning.		
<b>Grade 2</b> Print upper- and lower-case letters proportionally using appropriate handwriting techniques.		
6.3 Students are expected to build upon and continue applying conventions previous learning.		
<b>Grade 1</b> Write left to right leaving spaces between words.		
6.3 Students are expected to build upon and continue applying previous learning.		
<b>Grade 4</b> Demonstrate effective keyboarding skills.		
6.5 Students are expected to build upon and continue applying previous learning.		
<b>Grade 5</b> Connect upper- and lowercase letters efficiently and proportionately in cursive handwriting.		

# Communication (C)

## ***Expectations for Teaching and Learning***

***Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.***

## ***Fundamentals of Communication***

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other’s ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

## **Meaning and Context (MC)**

**Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.**

<b>GRADE SIX</b>	<b>GRADE SEVEN</b>	<b>GRADE EIGHT</b>
1.1 Consider viewpoints of others by listening, reflecting, and formulating questions; support others to reach common understandings of concepts, ideas, and text.	1.1 Prepare for and engage in conversations to explore complex concepts, ideas, and texts; share ideas and consider alternate viewpoints.	1.1 Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking.
1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.	1.2 Participate in discussions; ask probing questions and share evidence that supports and maintains the focus of the discussion.	1.2 Participate in discussions; share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations.

1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.	1.3 Apply effective communication techniques and the use of formal or informal voice based on audience, setting, and tasks.	1.3 Apply effective communication techniques based on a variety of contexts and tasks.
1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose and respond to specific questions to clarify thinking and express new thoughts.	1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.	1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.
1.5 Review and reflect upon the main ideas expressed to demonstrate an understanding of diverse perspectives.	1.5 Consider new ideas and diverse perspectives of others when forming opinions regarding a topic, text, or issue.	1.5 Consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding a topic, text, or issue.
<p><i>1.6 Indicator does not begin until English 1.</i></p> <p><b>English 1</b> Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.</p>		

**Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.**

2.1 Gather information from print and multimedia sources to articulate claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details that support themes or central ideas to express perspectives clearly.	2.1 Gather relevant information from diverse print and multimedia sources to articulate claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions facts and details.	2.1 Gather relevant information from diverse print and multimedia sources to develop ideas, claims, or perspectives emphasizing salient points in a coherent, concise, logical manner with relevant evidence and well-chosen details.
2.2 Distinguish between credible and non-credible sources of information.	2.2 Analyze and evaluate the credibility of information and accuracy of findings.	2.2 Analyze and evaluate credibility of information and accuracy of findings.
2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	2.3 Quote and paraphrase the data and conclusions while avoiding plagiarism and following a standard format for citation.
2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.	2.4 <i>Students are expected to build upon and continue applying previous learning.</i>	

**Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and multimedia to enrich understanding when presenting ideas and information.**

3.1 Analyze the impact of selected media and formats on meaning.	<i>Students are expected to build upon and continue applying previous learning.</i>	
3.2 Utilize multimedia to enrich presentations.	3.2 Utilize multimedia to clarify information and strengthen claims or evidence.	3.2 Utilize multimedia to clarify information and emphasize salient points.

**Language, Craft, and Structure (LCS)**

**Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.**

<b>GRADE SIX</b>	<b>GRADE SEVEN</b>	<b>GRADE EIGHT</b>
4.1 Determine the effectiveness of a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	4.1 Determine the effectiveness of a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	4.1 Determine the effectiveness of a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
4.2 Identify the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.	4.2 Analyze the effectiveness of the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.	4.2 Analyze the effectiveness of the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.
4.3 Determine how the speaker: a. articulates a clear message; b. monitors audience awareness; c. addresses possible misconceptions or objections; d. chooses appropriate media; and e. uses an appropriate style for the audience.	4.3 Analyze the presentation to determine how the speaker: a. articulates a clear message; b. monitors audience awareness; c. addresses possible misconceptions or objections; d. chooses appropriate media; and e. uses an appropriate style for the audience.	4.3 Evaluate the presentation to determine how the speaker: a. articulates a clear message; b. monitors audience awareness; c. addresses possible misconceptions or objections; d. chooses appropriate media; and e. uses an appropriate style for the audience.

**Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.**

5.1 Consider audience when selecting presentation types.	5.1 Consider audience when selecting presentation types	5.1 Consider audience when selecting presentation types.
5.2 Select and integrate craft techniques to impact audience.	5.2 Select and employ a variety of craft techniques to convey a message and	5.2 Select and employ a variety of craft techniques to convey a message and

	impact the audience.	impact the audience.
<i>5.3 This indicator does not begin until English 1.</i> <b>English 1</b> <i>Develop messages that use logical, emotional, and ethical appeals.</i>		

# Disciplinary Literacy (DL)

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Reading, writing, communicating, thinking critically, and performing in meaningful, relevant ways within and across disciplines are essential practices for accessing and deeply understanding content. Immersion in the language and thinking processes valued by each discipline guides students to develop and cultivate a deeper understanding of particular disciplines.

College- and career-ready students must be able to expertly navigate curriculum, paying close attention to practices unique to a particular discipline. Disciplinary Literacy works in concert with Inquiry-Based Literacy Standards to prepare students for the demands of the 21<sup>st</sup> century. These practices also offer opportunities for students to demonstrate their understanding of the content in traditional and non-traditional ways.

The *South Carolina College- and Career-Ready Standards for English Language Arts 2015* include the Disciplinary Literacy practices listed below:

- **Read, write, and communicate using knowledge of a particular discipline.**
- **Integrate the Reading, Writing, and Communication Standards and the Inquiry-Based Literacy Standards to communicate and create understanding within content areas.**
- **Extend and deepen understanding of content through purposeful, authentic, real-world tasks to show understanding and integration of content within and across disciplines.**

# **English 1 through English 4 Standards and Indicators**

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**State Board Approved – First Reading January 21, 2015**

# Inquiry-Based Literacy Standards (I)

**Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.**

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
1.1 Use a recursive process to develop, evaluate, and refine, questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.	1.1 Use a recursive process to develop, refine, and evaluate questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.	1.1 Use a recursive process to develop, refine, and evaluate of questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.	1.1 Use a recursive process to develop, refine, and evaluate questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.

**Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.**

2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering multiple perspectives and alternative views.	2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering multiple perspectives and alternative views.	2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering multiple perspectives and alternative views.	2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering multiple perspectives and alternative views.
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**Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**

3.1 Develop a plan of action by using appropriate discipline-specific strategies.	3.1 Develop a plan of action by using appropriate discipline-specific strategies.	3.1 Develop a plan of action by using appropriate discipline-specific strategies.	3.1 Develop a plan of action by using appropriate discipline-specific strategies.
3.2 Examine historical, social, cultural, or political context to broaden inquiry.	3.2 Examine historical, social, cultural, or political context to broaden inquiry.	3.2 Examine historical, social, cultural, or political context to broaden inquiry.	3.2 Examine historical, social, cultural, or political context to broaden inquiry.
3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.	3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.	3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.	3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.

3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.	3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; and identify implications for future inquiry.	3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; and identify implications for future inquiry.	3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; and identify implications for future inquiry.
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**Standard 4: Synthesize information to share learning and/or take action.**

4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.	4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.	4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.	4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.
4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.	4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.	4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.	4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.
4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.	4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.	4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.	4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.

**Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.**

5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.	5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.	5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.	5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.
5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.	5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.	5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.	5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.
5.3 Analyze the process to evaluate and revise plan and strategies; address successes and	5.3 Analyze the process to evaluate and revise plan and strategies; address successes	5.3 Analyze the process to evaluate and revise plan and strategies; address successes	5.3 Analyze the process to evaluate and revise plan and strategies; address successes

misconceptions; and apply learning to future inquiry.	and misconceptions; and apply learning to future inquiry.	and misconceptions; and apply learning to future inquiry.	and misconceptions; and apply learning to future inquiry.
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# Reading - Literary Text

## ***Expectations for Teaching and Learning***

***Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.***

By the end of English 4, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: adventure stories, historical fiction, contemporary realistic fiction, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

## ***Fundamentals of Reading***

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

## **Principles of Reading (P)**

**Standard 1: Demonstrate understanding of the organization and basic features of print.**

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
1.1 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Recognize the distinguishing features of a sentence.			
1.2 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Recognize that spoken words are represented in written language by specific sequences of letters.			
1.3 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Understand that words are separated by spaces in print.			

1.4 Students are expected to build upon and continue applying previous learning.  
**Kindergarten** Recognize and name all upper- and lowercase letters of the alphabet.

**Standard 2: Demonstrate understanding of spoken words, syllables, and sounds**

2.1 Students are expected to build upon and continue applying previous learning.

**Grade 1** Distinguish long from short vowel sounds in spoken single-syllable words.

2.2 Students are expected to build upon and continue applying previous learning.

**Grade 1** Orally produce single-syllable words by blending sounds including consonant blends in spoken words.

2.3 Students are expected to build upon and continue applying previous learning.

**Grade 1** Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.

2.4 Students are expected to build upon and continue applying previous learning.

**Grade 1** Segment spoken single-syllable words into their complete sequence of individual sounds.

2.5 Students are expected to build upon and continue applying previous learning.

**Kindergarten** Add or substitute individual sounds in simple, one-syllable words to make new words.

**Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.**

3.1 Students are expected to build upon and continue applying previous learning.

**Grade 4** Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context and out of context.

3.2 Students are expected to build upon and continue applying previous learning.

**Grade 2** Use knowledge of how syllables work to read multisyllabic words.

3.3 Students are expected to build upon and continue applying previous learning.

**Grade 2** Read irregularly spelled two-syllable words and words with common prefixes and suffixes.

3.4 Students are expected to build upon and continue applying previous learning.

**Grade 2** Use and apply knowledge of vowel diphthongs.

3.5 Students are expected to build upon and continue applying previous learning.

**Grade 2** Use and apply knowledge of how inflectional endings change words.

3.6 Students are expected to build upon and continue applying previous learning.

**Grade 3** Read grade-appropriate irregularly spelled words.

**Standard 4: Read with sufficient accuracy and fluency to support comprehension.**

4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.
4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on

successive readings.	successive readings.	successive readings.	successive readings.
4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Meaning and Context (MC)**

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

<b>ENGLISH 1</b>	<b>ENGLISH 2</b>	<b>ENGLISH 3</b>	<b>ENGLISH 4</b>
5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.	5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.	5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.	5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.

*5.2 Students are expected to build upon and continue applying previous learning.*

**Grade 2** *Make predictions before and during reading; confirm or modify thinking.*

**Standard 6: Summarize key details and ideas to support analysis of thematic development.**

6.1 Determine a theme a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	6.1 Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	6.1 Analyze the development of related themes across multiple texts citing evidence to support-analysis; provide an objective summary.	6.1 Analyze the development of related themes across a variety of texts citing evidence to support-analysis; provide an objective summary.
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**Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

7.1 Trace the development of a	7.1 Trace the development of a	7.1 Analyze the development of	7.1 Analyze the development of
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common theme in two different artistic mediums.	common theme across media, modality, and format.	theme across diverse media, modality, and format.	theme across diverse media, modality, and format.
7.2 Investigate how literary texts and related media allude to themes and archetypes from historical and cultural traditions.	7.2 Explain how literary texts and related media allude to themes and archetypes from historical and cultural traditions.	7.2 Analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions.	7.2 Analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions.

**Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.**

8.1 Analyze how a series of ideas or events is introduced, developed, connected, and ordered within a particular context.	8.1 Analyze how a series of ideas or events is introduced, developed, connected, and ordered within a particular context.	8.1 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.	8.1 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.
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**Language, Craft, and Structure (LCS)**

**Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.**

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
9.1 Determine the figurative and connotative meanings of words and phrases; analyze the cumulative impact of specific word choices on meaning and tone.	9.1 Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.	9.1 Analyze and interpret the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful.	9.1 Evaluate the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.
9.2 <i>Students are expected to build upon and continue applying previous learning</i>			
<b>Grade 7 Analyze the impact of the author’s use of words, word phrases, and conventions on meaning and tone.</b>			

**Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

<p>10.1 Students are expected to build upon and continue applying previous learning.  <b>Grade 6</b> Determine the meaning of a word or phrase using the overall meaning of a text or a word’s position or function.</p>
<p>10.2 Students are expected to build upon and continue applying previous learning.  <b>Grade 5</b> Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</p>
<p>10.3 Students are expected to build upon and continue applying previous learning.  <b>Grade 2</b> Use a base word to determine the meaning of an unknown word with the same base.</p>
<p>10.4 Students are expected to build upon and continue applying previous learning.  <b>Grade 5</b> Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p>
<p>10.5 Students are expected to build upon and continue applying previous learning.  <b>Grade 6</b> Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.)</p>

**Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.**

<p>11.1 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style.</p>	<p>11.1 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style.</p>	<p>11.1 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style, supports rhetorical or aesthetic purposes, and conveys cultural experience.</p>	<p>11.1 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style; supports rhetorical or aesthetic purposes; and conveys cultural experience.</p>
<p>11.2 Students are expected to build upon and continue applying previous learning.  <b>Grade 3</b> Compare and contrast the reader’s point of view to that of the narrator or a character.</p>			

**Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.**

<p>12.1 Determine the significance of the author’s use of text structure and plot organization to create mood or effect citing support from the text.</p>	<p>12.1 Analyze how the relationships among structure, plot, and manipulation of time create the effects of mystery, tension, or surprise citing support from the text.</p>	<p>12.1 Analyze the relationships among structure, plot, and manipulation of time to determine how meaning is derived citing support from the text.</p>	<p>12.1 Evaluate various texts to formulate a theory regarding the authors’ use of structure, plot, and manipulation of time citing support from the texts.</p>
<p>12.2 Analyze how an author’s choices concerning how to</p>	<p>12.2 Analyze how an author’s choices concerning how to</p>	<p>12.2 Analyze how an author’s choices concerning how to</p>	<p>12.2 Critique how an author’s choices concerning how to</p>

structure a text, order events within the text, and manipulate time create different effects.	structure a text, order events within the text, and manipulate time create different effects.	structure texts, order events within the text, and manipulate time create different effects.	structure texts, order events within the text, and manipulate time create different effects.
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**Range and Complexity (RC)**

**Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.**

<b>ENGLISH 1</b>	<b>ENGLISH 2</b>	<b>ENGLISH 3</b>	<b>ENGLISH 4</b>
13.1 Engage in whole and small group reading with purpose and understanding.	13.1 Engage in whole and small group reading with purpose and understanding.	13.1 Engage in whole and small group reading with purpose and understanding.	13.1 Engage in whole and small group reading with purpose and understanding.
13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.
13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	13.3 Read and respond to grade level text as self-directed, critical readers and thinkers.

# Reading - Informational Text (RI)

## ***Expectations for Teaching and Learning***

***Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.***

By the end of English 4, students read informational (expository/persuasive/argumentative) texts in print and multimedia formats of the following types: historical documents, research reports, essays (for example, social, political, scientific, historical, natural history), position papers (for example, persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (for example, book, movie, product), contracts, government documents, business forms, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of multimedia texts.

## ***Fundamentals of Reading***

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

## **Principles of Reading (P)**

**Standard 1: Demonstrate understanding of the organization and basic features of print.**

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
1.1 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Recognize the distinguishing features of a sentence.			
1.2 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Recognize that spoken words are represented in written language by specific sequences of letters.			
1.3 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Understand that words are separated by spaces in print.			

1.4 Students are expected to build upon and continue applying previous learning.  
**Kindergarten** Recognize and name all upper- and lowercase letters of the alphabet.

**Standard 2: Demonstrate understanding of spoken words, syllables, and sounds**

2.1 Students are expected to build upon and continue applying previous learning.

**Grade 1** Distinguish long from short vowel sounds in spoken single-syllable words.

2.2 Students are expected to build upon and continue applying previous learning.

**Grade 1** Orally produce single-syllable words by blending sounds including consonant blends in spoken words.

2.3 Students are expected to build upon and continue applying previous learning.

**Grade 1** Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.

2.4 Students are expected to build upon and continue applying previous learning.

**Grade 1** Segment spoken single-syllable words into their complete sequence of individual sounds.

2.5 Students are expected to build upon and continue applying previous learning.

**Kindergarten** Add or substitute individual sounds in simple, one-syllable words to make new words.

**Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.**

3.1 Students are expected to build upon and continue applying previous learning.

**Grade 4** Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context and out of context.

3.2 Students are expected to build upon and continue applying previous learning.

**Grade 2** Use knowledge of how syllables work to read multisyllabic words.

3.3 Students are expected to build upon and continue applying previous learning.

**Grade 2** Read irregularly spelled two-syllable words and words with common prefixes and suffixes.

3.4 Students are expected to build upon and continue applying previous learning.

**Grade 2** Use and apply knowledge of vowel diphthongs.

3.5 Students are expected to build upon and continue applying previous learning.

**Grade 2** Use and apply knowledge of how inflectional endings change words.

3.6 Students are expected to build upon and continue applying previous learning.

**Grade 3** Read grade-appropriate irregularly spelled words.

**Standard 4: Read with sufficient accuracy and fluency to support comprehension.**

4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.
4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression,	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression,	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression,	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression,

intonation, and phrasing on successive readings.			
4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.

### **Meaning and Context (MC)**

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.**

<b>ENGLISH 1</b>	<b>ENGLISH 2</b>	<b>ENGLISH 3</b>	<b>ENGLISH 4</b>
5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.	5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.	5.1 Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.	5.1 Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.
5.2 <i>Students are expected to build upon and continue applying previous learning.</i>			
<b>Grade 2</b> <i>Make predictions before and during reading; confirm or modify thinking.</i>			

**Standard 6: Summarize key details and ideas to support analysis of central ideas.**

6.1 Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	6.1 Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	6.1 Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.	6.1 Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.
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**Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

7.1 Explain how the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts, and ideas in argument or informative texts.	7.1 Explain how the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts, and ideas in argument or informative texts.	7.1 Analyze how the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts, and ideas in argument or informative texts.	7.1 Evaluate the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts, and ideas in argument or informative texts.
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**Language, Craft, and Structure (LCS)**

**Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.**

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
8.1 Determine figurative, connotative, and technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone.	8.1 Determine the figurative, connotative, and technical meanings of words and phrases; analyze the cumulative impact of specific words and phrases on meaning and tone.	8.1 Determine the figurative, connotative, and technical meanings of words and phrases; analyze how an author uses and refines words and phrases over the course of a text.	8.1 Determine the figurative, connotative, and technical meanings of words and phrases; compare and contrast how authors use and refine words or phrases.
8.2 Determine how an author uses text features and structures to shape meaning and tone.	8.2 Explain how the author’s meaning and tone are developed and refined by text features and structures.	8.2 Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.	8.2 Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.

**Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

9.1 Students are expected to build upon and continue applying previous learning. <b>Grade 6</b> Determine the meaning of a word or phrase using the overall meaning of a text or a word’s position or function.
9.2 Students are expected to build upon and continue applying previous learning. <b>Grade 6</b> Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases and affixes.
9.3 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Use a base word to determine the meaning of an unknown word with the same base.
9.4 Students are expected to build upon and continue applying previous learning. <b>Grade 4</b> Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.

9.5 Students are expected to build upon and continue applying previous learning.

**Grade 5** Acquire and use general academic and domain specific words or phrases that signal contrast, addition, and logical relationships; demonstrate and understanding of nuances and jargon.

9.3 Students are expected to build upon and continue applying concepts learned previously.

**Grade 5** Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.

**Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.**

10.1 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	10.1 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	10.1 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	10.1 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
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**Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.**

11.1 Explain how the author’s ideas or claims are supported through the use of text features and structures.	11.1 Analyze in detail how the author’s ideas or claims are supported through the use of text features and structures.	11.1 Evaluate the effectiveness of the author’s use of text features and structures to support a claim.	11.1 Compare and contrast the effectiveness of authors’ uses of text features and structures to support similar claims.
11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	11.2 Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing.	11.2 Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing.

## **Range and Complexity (RC)**

**Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.**

<b>ENGLISH 1</b>	<b>ENGLISH 2</b>	<b>ENGLISH 3</b>	<b>ENGLISH 4</b>
12.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.	12.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.	12.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.	12.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.
12.2 Read independently for a sustained period of time.	12.2 Read independently for a sustained period of time.	12.2 Read independently for a sustained period of time.	12.2 Read independently for a sustained period of time.
12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.

# Writing (W)

## ***Expectations for Teaching and Learning***

***Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.***

## ***Fundamentals of Writing***

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

## **Meaning, Context, and Craft (MCC)**

**Standard 1: Write arguments to support claims with clear reasons and relevant evidence.**

<b>ENGLISH 1</b>	<b>ENGLISH 2</b>	<b>ENGLISH 3</b>	<b>ENGLISH 4</b>
1.1 Write arguments that: <ol style="list-style-type: none"> <li>introduce a precise claim and differentiate between the claim and counterclaims;</li> <li>use relevant information from multiple print and multimedia sources;</li> <li>assess the credibility and accuracy of each source;</li> <li>use an organizational structure that logically sequences and establishes clear relationships among</li> </ol>	1.1 Write arguments that: <ol style="list-style-type: none"> <li>introduce a precise claim and differentiate between the claim and counterclaims;</li> <li>use relevant information from multiple print and multimedia sources;</li> <li>assess the credibility and accuracy of each source;</li> <li>use an organizational structure that logically sequences and establishes clear relationships among</li> </ol>	1.1 Write arguments that: <ol style="list-style-type: none"> <li>introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims;</li> <li>use relevant information from multiple print and multimedia sources;</li> <li>assess the credibility and accuracy of each source;</li> <li>create an organizational</li> </ol>	1.1 Write arguments that: <ol style="list-style-type: none"> <li>introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims;</li> <li>use relevant information from multiple print and multimedia sources;</li> <li>assess the credibility and accuracy of each source;</li> <li>create an organizational</li> </ol>

<p>claims, counterclaims, reasons, warrants, and evidence;</p> <p>e. develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims;</p> <p>f. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</p> <p>g. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;</p> <p>h. provide a concluding statement or section that follows from and supports the argument presented; and</p> <p>i. include a call to action.</p>	<p>claims, counterclaims, reasons, warrants, and evidence;</p> <p>e. develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims;</p> <p>f. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</p> <p>g. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;</p> <p>h. provide a concluding statement or section that follows from and supports the argument presented; and</p> <p>i. include a call to action.</p>	<p>structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence;</p> <p>e. develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases;</p> <p>f. use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims;</p> <p>g. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline;</p> <p>h. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</p> <p>i. avoid logical fallacies and demonstrate an</p>	<p>structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence;</p> <p>e. develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases;</p> <p>f. use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims;</p> <p>g. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline;</p> <p>h. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</p> <p>i. avoid logical fallacies and demonstrate an</p>
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		<p>understanding of objectivity and subjectivity;</p> <p>j. provide a concluding statement or section that follows from and supports the argument presented; and</p> <p>k. include a call to action.</p>	<p>understanding of objectivity and subjectivity;</p> <p>j. provide a concluding statement or section that follows from and supports the argument presented; and</p> <p>k. include a call to action.</p>
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**Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

<p>2.1 Write informative/explanatory texts that:</p> <p>a. introduce a topic;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. organize complex ideas, concepts, and information to make connections and distinctions;</p> <p>d. assess the credibility and accuracy of each source;</p> <p>e. include formatting, graphics, and multimedia to aid comprehension as needed;</p> <p>f. develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic;</p> <p>g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and</p>	<p>2.1 Write informative/explanatory texts that:</p> <p>a. introduce a topic;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. organize complex ideas, concepts, and information to make connections and distinctions;</p> <p>d. assess the credibility and accuracy of each source;</p> <p>e. include formatting, graphics, and multimedia to aid comprehension as needed;</p> <p>f. develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic;</p> <p>g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and</p>	<p>2.1 Write informative/explanatory texts that:</p> <p>a. introduce a topic;</p> <p>b. use relevant information from multiple print and multimedia sources</p> <p>c. organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;</p> <p>d. assess the credibility and accuracy of each source;</p> <p>e. include formatting, graphics, and multimedia to aid as needed;</p> <p>f. develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic;</p> <p>g. quote or paraphrase the data and conclusions of others</p>	<p>2.1 Write informative/explanatory texts that:</p> <p>a. introduce a topic;</p> <p>b. use relevant information from multiple print and multimedia sources</p> <p>c. organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;</p> <p>d. assess the credibility and accuracy of each source;</p> <p>e. include formatting, graphics, and multimedia to aid as needed;</p> <p>f. develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic;</p> <p>g. quote or paraphrase the data and conclusions of others</p>
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<p>following a standard format for citation.</p> <p>h. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;</p> <p>i. use precise language and domain-specific vocabulary to manage the complexity of the topic;</p> <p>j. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and</p> <p>k. provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>following a standard format for citation.</p> <p>h. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;</p> <p>i. use precise language and domain-specific vocabulary to manage the complexity of the topic;</p> <p>j. establish and maintain a consistent style and objective tone while attending norms and conventions of the discipline; and</p> <p>k. provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>while avoiding plagiarism and following a standard format for citation.</p> <p>h. use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;</p> <p>i. use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic;</p> <p>j. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and</p> <p>k. provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>while avoiding plagiarism and following a standard format for citation.</p> <p>h. use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;</p> <p>i. use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic;</p> <p>j. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and</p> <p>k. provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
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**Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**

<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;</p>	<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;</p>	<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;</p>	<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;</p>
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<p>b. engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events;</p> <p>c. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters;</p> <p>d. use a variety of techniques to sequence events so that they build on one another to create a coherent whole;</p> <p>e. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and</p> <p>f. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</p>	<p>b. engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events;</p> <p>c. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters;</p> <p>d. use a variety of techniques to sequence events so that they build on one another to create a coherent whole;</p> <p>e. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and</p> <p>f. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</p>	<p>b. engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters;</p> <p>c. create a smooth progression of experiences or events;</p> <p>d. use the narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters;</p> <p>e. use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome;</p> <p>f. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and</p> <p>g. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>b. engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters;</p> <p>c. create a smooth progression of experiences or events;</p> <p>d. use the narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters;</p> <p>e. use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome;</p> <p>f. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and</p> <p>g. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
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**Language (L)**

**Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
<p>4.1 When writing:</p> <ul style="list-style-type: none"> <li>a. use parallel structure;</li> <li>b. identify and use gerunds, infinitives, and participles;</li> <li>c. identify and use active and passive verbs;</li> <li>d. explain and use indicative, imperative, subjunctive, conditional verb moods to communicate different messages; and</li> <li>e. use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing.</li> </ul>	<p>4.1 When writing:</p> <ul style="list-style-type: none"> <li>a. use parallel structure;</li> <li>b. use verb, noun, prepositional, and verbal phrases to communicate different meanings;</li> <li>c. Use independent, dependent, noun, relative, and adverbial phrases and clauses to convey shades of meaning and variety;</li> <li>d. Use parallel structures to communicate similar ideas; and</li> <li>e. Use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing.</li> </ul>	<p>4.1 When writing:</p> <ul style="list-style-type: none"> <li>a. use verb, noun, prepositional, and verbal phrases to communicate different meanings;</li> <li>b. use independent, dependent, noun, relative, and adverbial phrases and clauses to convey shades of meaning and variety;</li> <li>c. demonstrate command of grammar and usage rules;</li> <li>d. apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; and</li> <li>e. resolve issues of complex or contested usage, consulting references as needed.</li> </ul>	<p>4.1 When writing:</p> <ul style="list-style-type: none"> <li>a. apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; and</li> <li>b. resolve issues of complex or contested usage, consulting references as needed.</li> </ul>
<p>4.2 Students are expected to build upon and continue applying previous learning.  <b>Grade 2</b> Form and use frequently occurring irregular plural nouns.</p>			
<p>4.3 Students are expected to build upon and continue applying previous learning.  <b>Grade 2</b> Use reflexive pronouns.</p>			
<p>4.4 Students are expected to build upon and continue applying previous learning.  <b>Grade 2</b> Form and use the past tense of frequently occurring irregular verbs.</p>			
<p>4.5 Students are expected to build upon and continue applying previous learning.  <b>Grade 2</b> Use adjectives and adverbs and choose between them depending on what is to be modified.</p>			

<p>4.6 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Use frequently occurring positional and time and place prepositions.</p>
<p>4.7 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Use frequently occurring conjunctions.</p>
<p>4.8 Students are expected to build upon and continue applying previous learning. <b>Grade 2</b> Produce, expand, and rearrange complete simple and compound sentences.</p>

**Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

<p>5.1 Students are expected to build upon and continue applying previous learning. <b>Grade 5</b> Apply correct usage of capitalization in writing.</p>			
<p>5.2 Use: a. a semicolon or a conjunctive adverb to link two or more closely related independent clauses; b. a colon to introduce a list or quotation; and c. commas to separate adjacent, parallel structures.</p>	<p>5.2 Use: a. a semicolon or a conjunctive adverb to link two or more closely related independent clauses; b. a colon to introduce a list or quotation; and c. commas to separate adjacent, parallel structures.</p>	<p>5.2 Use: a. semicolon, colon, and comma conventions; and b. hyphenation conventions.</p>	<p>5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.</p>
<p>5.3 Students are expected to build upon and continue applying previous learning. <b>Grade 3</b> Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.</p>			
<p>5.4 Students are expected to build upon and continue applying previous learning. <b>Grade 4</b> Use spelling patterns and generalizations.</p>			
<p>5.5 Students are expected to build upon and continue applying previous learning. <b>Grade 3</b> Consult print and multimedia resources to check and correct spellings.</p>			

**Range and Complexity (RC)**

**Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.**

<p>6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.</p>	<p>6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.</p>	<p>6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.</p>	<p>6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.</p>
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<i>6.2 Students are expected to build upon and continue applying previous learning.</i>			
<b>Grade 2</b> <i>Print upper- and lower-case letters proportionally using appropriate handwriting techniques.</i>			
<i>6.3 Students are expected to build upon and continue applying previous learning.</i>			
<b>Grade 1</b> <i>Write left to right leaving space between words.</i>			
6.4 Demonstrate effective keyboarding skills.	6.5 Demonstrate effective keyboarding skills.	6.5 Demonstrate effective keyboarding skills.	6.5 Demonstrate effective keyboarding skills.
<i>6.5 Students are expected to build upon and continue applying previous learning.</i>			
<b>Grade 5</b> <i>Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.</i>			

# Communication (C)

## ***Expectations for Teaching and Learning***

***Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.***

## ***Fundamentals of Communication***

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other’s ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

## **Meaning and Context (MC)**

**Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.**

<b>ENGLISH 1</b>	<b>ENGLISH 2</b>	<b>ENGLISH 3</b>	<b>ENGLISH 4</b>
1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; and develop logical interpretations of new findings.	1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; and develop logical interpretations of new findings.	1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings; and restate new interpretations.	1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings; and restate new interpretations.
1.2 Initiate and participate effectively in a range of	1.2 Initiate and participate effectively in a range of	1.2 Initiate and participate effectively in a range of	1.2 Initiate and participate effectively in a range of

collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.	collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.	collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.	collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.
1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.	1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.	1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.	1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.
1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.	1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.	1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.	1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.
1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.	1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.	1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.	1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.
1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.	1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.	1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives using facts and details.	1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives using facts and details.

**Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.**

2.1 Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely,	2.1 Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely,	2.1 Present information and findings from multiple authoritative sources; assess the strengths and limitations of each source, citing supporting evidence clearly, concisely, and logically such	2.1 Present information and findings from multiple authoritative sources; assess the strengths and limitations of each source, citing supporting evidence clearly, concisely, and logically such
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and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.	and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.	that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.	that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.
2.2 Distinguish between credible and non-credible sources of information.	2.2 Distinguish between credible and non-credible sources of information.	2.2 Distinguish between credible and non-credible sources of information.	2.2 Distinguish between credible and non-credible sources of information.
2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.	2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.	2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.	2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.

**Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.**

3.1 Determine how context influences the mode of communication used by the presenter in a given situation.	3.1 Analyze how context influences the mode of communication used by the presenter in a given situation.	3.1 Analyze how context influences choice of communication, and employ the appropriate mode for presenting ideas in a given situation.	3.1 Analyze how context influences choice of communication, and employ the appropriate mode for presenting ideas in a given situation.
3.2 Create engaging visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	3.2 Create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	3.2 Construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	3.2 Construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

## **Language, Craft, and Structure (LCS)**

**Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.**

<b>ENGLISH 1</b>	<b>ENGLISH 2</b>	<b>ENGLISH 3</b>	<b>ENGLISH 4</b>
4.1 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacies in reasoning or exaggerated or distorted evidence.	4.1 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacies in reasoning or exaggerated or distorted evidence.	4.1 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	4.1 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
4.2 Determine if the speaker develops well-organized messages that use logical, emotional, and ethical appeals.	4.2 Determine if the speaker develops well-organized messages that use logical, emotional, and ethical appeals.	4.2 Analyze the speaker’s delivery of messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.	4.2 Evaluate the speaker’s delivery of messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.
4.3 Analyze the speaker’s use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.	4.3 Analyze the speaker’s use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.	4.3 Evaluate the effectiveness of the speaker’s use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.	4.3 Evaluate the effectiveness of the speaker’s use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.

**Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.**

5.1 Remain conscious of the audience and anticipate possible misconceptions or objections.	5.1 Remain conscious of the audience and anticipate possible misconceptions or objections.	5.1 Give extemporaneous and planned presentations that are engaging and well-crafted.	5.1 Give extemporaneous and planned presentations that are engaging and well-crafted.
5.2 Employ effective repetition, rhetorical questions, and delivery style to convey message to impact the audience.	5.2 Employ effective repetition, rhetorical questions, and delivery style to convey message to impact the audience.	5.2 Deliver messages that present an apparent and logical perspective on the subject and support the central idea with well-	5.2 Deliver messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen

		chosen and well-organized facts and details.	and well-organized facts and details.
5.3 Develop messages that use logical, emotional, and ethical appeals.	5.3 Develop messages that use logical, emotional, and ethical appeals.	5.3 Develop messages that use logical, emotional, and ethical appeals.	5.3 Develop messages that use logical, emotional, and ethical appeals.

# Disciplinary Literacy (DL)

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Reading, writing, communicating, thinking critically, and performing in meaningful, relevant ways within and across disciplines are essential practices for accessing and deeply understanding content. Immersion in the language and thinking processes valued by each discipline guides students to develop and cultivate a deeper understanding of particular disciplines.

College- and career-ready students must be able to expertly navigate curriculum, paying close attention to practices unique to a particular discipline. Disciplinary Literacy works in concert with Inquiry-Based Literacy Standards to prepare students for the demands of the 21<sup>st</sup> century. These practices also offer opportunities for students to demonstrate their understanding of the content in traditional and non-traditional ways.

*The South Carolina College- and Career-Ready Standards for English Language Arts 2015* include the Disciplinary Literacy practices listed below:

- **Read, write, and communicate using knowledge of a particular discipline.**
- **Integrate the Reading, Writing, and Communication Standards and the Inquiry-Based Literacy Standards to communicate and create understanding within content areas.**
- **Extend and deepen understanding of content through purposeful, authentic, real-world tasks to show understanding and integration of content within and across disciplines.**



# **SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION**

## **Proposed Addendum to the First Reading State Board of Education Approved *South Carolina College- and Career-Ready Standards for English Language Arts 2015***

*The items in the categories listed below were noted following First Reading Approval by the State Board of Education on January 21, 2015:*

### **Typographical or Scrivener's Errors**

#### **Grade 2 Reading Literary Text (Language, Craft, and Structure)**

##### **Standard 10 Indicator 10.6 p. 19**

~~Acquire and~~ Use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.

#### **Grades 9-12 Reading Informational Text (Language, Craft, and Structure)**

##### **Standard 9 Indicator 9.6 p. 95**

~~9.6 Students are expected to build upon and continue applying concepts learned previously.~~

~~Grade 5 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.~~

#### **Grade 1 Writing (Range and Complexity)**

##### **Standard 6 Indicator 6.1 p. 29**

~~With guidance and support,~~ Write routinely and persevere in writing tasks for a variety of purposes and audiences.

#### **Grade 2 Writing (Meaning, Context, and Craft)**

##### **Standard 1 Indicator 1.1 p. 26**

Explore print and multimedia sources to write opinion pieces that introduce the topic ~~or text~~, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.

**Disciplinary Literacy:** Immersion in the language and thinking processes ~~valued~~ by each discipline guides students to develop and cultivate a deeper understanding of particular disciplines. (p. 8, 33, 56, 80, 112)

### **Formatting or Organizational Errors**

#### **Grade 6-12 Reading Informational Text (Principles of Reading)**

##### **Standard 4 Indicators 4.1-4.3 p. 66-67 (Replace with text below.)**

~~4.1 Students are expected to build upon and continue applying previous learning.~~

~~Grade 2 Read grade-level text with purpose and understanding.~~

~~4.2 Students are expected to build upon and continue applying previous learning.~~

~~Grade 4 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.~~

~~4.3 Students are expected to build upon and continue applying previous learning.~~

*Grade 1 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*

**Grades 9-12 Reading Informational Text (Range and Complexity)**

**Standard 12 Indicator 12.1 p. 97**

12.1 Engage in whole and small group reading with purpose and understanding. <del>through teacher modeling and gradual release of responsibility.</del>	12.1 Engage in whole and small group reading with purpose and understanding. <del>through teacher modeling and gradual release of responsibility.</del>	12.1 Engage in whole and small group reading with purpose and understanding. <del>through teacher modeling and gradual release of responsibility.</del>	12.1 Engage in whole and small group reading with purpose and understanding. <del>through teacher modeling and gradual release of responsibility.</del>
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**Insertion of Language to Provide Additional Specificity  
for Instruction and Assessment**

**Grades 3 – 5 Inquiry**

**Standard 5 Indicator 5.3 p. 36**

<del>Assess the process to revise, plan, and determine strategies to apply learning for future inquiry.</del> 5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.	<del>Assess the process to revise, plan, and determine strategies to apply learning for future inquiry.</del> 5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.	<del>Assess the process to revise, plan, and determine strategies to apply learning for future inquiry.</del> 5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.
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**Grade 9-12 Inquiry**

**Standard 3 Indicator 3.2 p. 82**

3.2 Examine historical, social, cultural, or political context to broaden inquiry <del>and create questions.</del>	3.2 Examine historical, social, cultural, or political context to broaden inquiry <del>and create questions.</del>	3.2 Examine historical, social, cultural, or political context to broaden inquiry <del>and create questions.</del>	3.2 Examine historical, social, cultural, or political context to broaden inquiry <del>and create questions.</del>
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**Grades 3 and 4 Reading Literary Text (Language, Craft, and Structure)**

**Standard 9 p. 39**

9.1 Identify and explain how the author uses <del>idioms, metaphor, imagery, or personification, hyperbole, and</del> to shape meaning and style.	9.1 Identify and explain how the author uses <del>idioms, imagery, hyperbole, adages, -and or</del> proverbs to shape meaning <del>and tone.</del>
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**Grade 7-8 Reading Literary Text (Language, Craft, and Structure)**

**Standard 10 Indicator 10.1 p.63**

10.1 Use the overall meaning of a text or a word's position or function to determine the meaning of a word or phrase.	<del>10.1 Students are expected to build upon and continue applying previous learning.</del> Use context clues to determine meanings of words and phrases.	Use context clues to determine meanings of words and phrases.
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**Grade 6-8 Reading Literary Text (Language, Craft, and Structure)**

**Standard 10 Indicator 10.4 p.63 (This needs to be inserted in gray boxes.)**

*10.4 Students are expected to build upon and continue applying previous learning.*

*Grade 2 Use the meanings of individual words to predict the meaning of compound words.*

**Grade 8 Reading Literary Text (Language, Craft, and Structure)**

**Standard 11 Indicator 11.1 p.65**

11.1 Analyze how the author's development of ~~the differences in points of view perspectives~~ between the characters and the reader create suspense or humor.

**Grade 9-12 Reading Literary Text (Language, Craft, and Structure)**

**Standard 10 Indicator 10.4 p.89 (This needs to be inserted in gray boxes.)**

*10.4 Students are expected to build upon and continue applying previous learning.*

*Grade 2 Use the meanings of individual words to predict the meaning of compound words.*

**Grade 9-10 Reading Literary Text (Meaning and Context)**

**Standard 8 Indicator 8.1 p. 88**

<del>8.1 Analyze how a series of ideas or events is introduced, developed, connected, and ordered within a particular context.</del> Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.	<del>8.1 Analyze how a series of ideas or events is introduced, developed, connected, and ordered within a particular context.</del> Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.	8.1 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.	8.1 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.
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**Grade 9-10 Reading Literary Text (Language, Craft, and Structure)**

**Standard 11 Indicator 11.1 p. 89**

<del>11.1 Analyze how point of view and author's perspective and purpose shape content, meaning, and style.</del> Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.	<del>11.1 Analyze how point of view and author's perspective and purpose shape content, meaning, and style.</del> Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.	11.1 Analyze how point of view and author's perspective and purpose shape content, meaning, and style, supports rhetorical or aesthetic purposes, and conveys cultural experience.	11.1 Analyze how point of view and author's perspective and purpose shape content, meaning, and style; supports rhetorical or aesthetic purposes; and conveys cultural experience.
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**Grade 9- Reading Literary Text (Language, Craft, and Structure)**

**Standard 12 Indicator 12.1 p.90**

12.1 Determine the significance of the author’s use of text structure and plot organization to create ~~mood or effect~~ the effects of mystery, tension, or surprise-citing support from the text.

**Grade 9-12 Reading Literary Text (Language, Craft, and Structure)**

**Standard 10 Indicator 10.1 p. 89**

<p><del>10.1 Students are expected to build upon and continue applying previous learning.</del>  <b>Grade 6 Determine the meaning of a word or phrase using the overall meaning of a text or a word’s position or function.</b>                  10.1 Use context clues to determine meanings of words and phrases.</p>	<p>10.1 Use context clues to determine meanings of words and phrases.</p>	<p>10.1 Use context clues to determine meanings of words and phrases.</p>	<p>10.1 Use context clues to determine meanings of words and phrases.</p>
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**Grade 7-8 Reading Informational Text (Language, Craft, and Structure)**

**Standard 9 Indicator 9.1 p.68**

<p>9.1 Determine the meaning of a word or phrase using the overall meaning of a text or a word’s position or function.</p>	<p><del>9.1 Students are expected to build upon and continue applying previous learning.</del>                  Use context clues to determine meanings of words and phrases.</p>	<p><del>9.1 Students are expected to build upon and continue applying previous learning.</del>                  Use context clues to determine meanings of words and phrases.</p>
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**Grade 9-12 Reading Informational Text (Language, Craft, and Structure)**

**Standard 9 Indicator 9.1 p. 94**

<p><del>9.1 Students are expected to build upon and continue applying previous learning.</del>  <b>Grade 6 Determine the meaning of a word or phrase using the overall meaning of a text or a word’s position or function.</b>                  Use context clues to determine meanings of words and phrases.</p>	<p>Use context clues to determine meanings of words and phrases.</p>	<p>Use context clues to determine meanings of words and phrases.</p>	<p>Use context clues to determine meanings of words and phrases.</p>
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**These proposed additions are made to the actual indicators for all three standards in order to provide assessment opportunities per Office of Assessment.**

**Grades K – 2 Writing (Meaning, Context, and Craft)**

**Standards 1, 2, and 3; Indicators 1.2, 2.2, and 3.2 p. 26-27**

With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.
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**Grades 3-5 Writing (Meaning, Context, and Craft)**

**Standard 1 Indicators 1.1 e p.47-48**

1.1 Write opinion pieces that: e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	1.2 Write opinion pieces that: e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	1.1 Write arguments that: e. develop and strengthen writing as needed by planning, revising, editing, rewriting;
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**Grades 3-5 Writing (Meaning, Context, and Craft)**

**Standard 2 Indicators 2.1 e and 2.1 f and 2.1 h p.48**

2.1 Write informative/explanatory texts that: e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	2.1 Write informative/explanatory texts that: f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	2.1 Write informative/explanatory texts that: h. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
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**Grades 3-5 Writing (Meaning, Context, and Craft)**

**Standard 3 Indicators 3.1 e p.50**

3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
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**Grade 6-8 Writing (Meaning, Context, and Craft)**

**Standard 1 Indicators 1.1e, 1.1f, 1.1f p. 71**

1.1 Write arguments that: e. develop and strengthen writing as needed by planning, revising, editing, rewriting;	1.1 Write arguments that: f. develop and strengthen writing as needed by planning, revising, editing, rewriting;	1.1 Write arguments that: f. develop and strengthen writing as needed by planning, revising, editing, rewriting;
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**Grade 6-8 Writing (Meaning, Context, and Craft)**

**Standard 2 Indicators 2.1g, 2.1g, 2.1g p. 71**

2.1 Write informative/explanatory texts that: g. develop and strengthen writing as needed by planning, revising, editing, rewriting;	2.1 Write informative/explanatory texts that: g. develop and strengthen writing as needed by planning, revising, editing, rewriting;	2.1 Write informative/explanatory texts that: g. develop and strengthen writing as needed by planning, revising, editing, rewriting;
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**Grade 6-8 Writing (Meaning, Context, and Craft)**

**Standard 3 Indicators 3.1f, 3.1f, 3.1f p. 73**

3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
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**Grade 9-12 Writing (Meaning, Context, and Craft)**

**Standard 1 Indicator 1.1f, 1.1f, 1.1h, 1.1h p. 99-100 (argumentative)**

**Standard 2 Indicator 2.1h p.101 (informational/expository)**

**Standard 3 Indicators 3.1e, 3.1e, 3.1f, 3.1e p. 103 (narrative)**

develop and strengthen writing as needed by planning, revising, editing, rewriting;	develop and strengthen writing as needed by planning, revising, editing, rewriting;	develop and strengthen writing as needed by planning, revising, editing, rewriting;	develop and strengthen writing as needed by planning, revising, editing, rewriting;
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**Other**

Add Principles of Reading under Key Ideas under (RL) and (RI)

The Key Ideas in (RL) and (RI) are:  
Meaning and Context | Language, Craft, and Structure | Range and Complexity  
 In (W), the Key Ideas are:  
Meaning, Context, and Craft | Language | Range and Complexity

This needs to be reflected in the graphic on page 11.

**Need to add in Profile of the SC Graduate and Joint Team Members**



**Content Standards** answer the question:

**What knowledge, concepts and skills should our students acquire at each grade level?**

Content standards are critical for making sure that teachers know what is to be taught; children know what is to be learned; and parents and the public can determine how well the concepts are being learned.

The following table compares the 2007 South Carolina Mathematics Standards and the 2008 South Carolina English Language Arts (ELA) Standards with the Common Core State Standards (CCSS) in ELA and Math using the *Common Core State Standards Initiative Comparative Review Report*,<sup>i</sup> which was published in 2010. A comparison of the two sets of standards resulted in a report on the alignment between the two sets of standards. A content-to-content review was done as well as examination of rigor. Although “in many cases, the CCSS exceeded the rigor of the current SC standards,”<sup>ii</sup> the report only reported the percentage of CCSS standards that *met or exceeded* the rigor of 2008 standards.

<b>Comparison of 2008 SC ELA Standards and Common Core Standards in ELA</b>	
Alignment of <b>Content</b> among all grade levels:	<b>98%</b>
*Alignment of <b>Cognitive Level</b> among all grade levels:	<b>94%</b>

\*The CCSS were equivalent to or exceeded the demand of the 2008 ELA standards.

<b>Comparison of 2007 SC Math Standards and Common Core Standards in Math</b>	
Alignment of <b>Content</b> among all grade levels:	<b>97%</b>
*Alignment of <b>Cognitive Level</b> among all grade levels:	<b>87%</b>

\*The CCSS were equivalent to or exceeded the demand of the 2007 Math standards.

**Weaknesses of SC 2008 ELA and 2007 Math standards from *Fordham Institute*:**

**ELA** – “woefully vague and repetitive, despite some good content.” (F ordham Grade: D)

**Math** – “the standards neither prioritize nor support the arithmetic skills that students need and therefore fail to provide the guidance K-12 teachers need to truly prepare students for college mathematics.” (Fordham Grade: C)

The following table compares the Common Core State Standards (CCSS) in ELA and Math and the current SC College and Career-Ready (SCCCR) ELA and Math standards, which have received first reading approval from the SC State Board of Education. The alignment comparisons of content and rigor were done by the staff of the EOC using the complete, original text of each set of standards. Professional judgment was used in doing the analyses and the results have not been independently verified.

<b>Comparison of Common Core Standards in ELA and SC College and Career-Ready (SCCCR) ELA Standards</b>	
Alignment of <b>Content</b> among all grade levels:	<b>89%</b>
Percent of SCCR ELA Standards that <b>meet or exceed</b> the demands of CCSS	<b>100%</b>
*Percent of SCCR ELA Standards that <b>exceed</b> the demands of CCSS	<b>18%</b>

\*determined by *Revised Bloom's Taxonomy* structure and/or demand of standard.

<b>Comparison of Common Core Standards in Math and SC College and Career-Ready (SCCCR) Math Standards</b>	
Alignment of <b>Content</b> among all grade levels:	<b>92%</b>
Percent of SCCR Math Standards that <b>meet or exceed</b> the demands of CCSS	<b>100%</b>
*Percent of SCCR Math Standards that <b>exceed</b> the demands of CCSS	<b>15%</b>

\*determined by *Revised Blooms Taxonomy* structure and/or demand of standard.

#### **SCCCR Standards in Math:**

- Greater emphasis on number fluency in K and 1st grade
- Inclusion of instruction in coins & money in grades 1 and 4.
- Inclusion of fluency in multiplication tables in grade 4.
- Greater emphasis on data and measurement in elementary grades.
- Greater skill progression from middle to high school.
- Greater emphasis on data analysis
- Inclusion of graduation standards that all students (college and career) should meet
- In grades 9-12, standards identified by course and not grade spans as in CCSS
- Inclusion of Precalculus and calculus courses in HS.

#### **SCCCR Standards in English Language Arts:**

- Inclusion of cursive writing in grades 2 and 3.
- Principles of Reading included as standards within each grade band.
- Inquiry-based Literacy Standards included within each grade band.
- Appendixes of CCSS removed from standards, which includes text exemplars.
- Standards often exceed the demands of CCSS, particularly in the early grades.

<sup>1</sup> Common Core State Standards Initiative Comparative Review Report (2010)

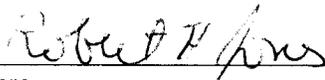
<http://www.eoc.sc.gov/Reports%20%20Publications/Current%20Reports%202008-14/Standards/CCSSReportFINAL0604.pdf>

**FYI**



CERTIFICATION OF COLLEGE- AND CAREER-READY STANDARDS

On behalf of the public institution of higher education listed below, I am authorized to endorse the 2015 South Carolina Standards for English Language Arts and Mathematics as content standards for kindergarten through 12<sup>th</sup> grade that build towards college and career readiness by the time of high school graduation. Students who meet these standards will not need remedial course work at the postsecondary level.

  
\_\_\_\_\_  
Signature

\_\_\_\_\_  
Printed Name: **Robert H. Jones**

\_\_\_\_\_  
Title: **Executive Vice President for**

**Academic Affairs and Provost**

\_\_\_\_\_  
Institution: **Clemson University**

Date: **Monday, February 16, 2015**

\_\_\_\_\_  
**21,857, of which 17,260 are undergraduate students**  
Official Fall Enrollment Numbers



VICE PRESIDENT FOR ACADEMIC AFFAIRS & PROVOST

206 Sikes Hall Clemson, SC 29634-5101

864.656.3243 FAX 864.656.0851

CERTIFICATION OF COLLEGE- AND CAREER-READY STANDARDS

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Signature

DAVID MASH  
Printed Name

Provost and VP for Academic Affairs  
Title

Lander University  
Institution

February 12, 2015  
Date

Headcount 2787 / FTE 2616  
Official Fall Enrollment Numbers

CERTIFICATION OF COLLEGE- AND CAREER-READY STANDARDS

On behalf of the public institution of higher education listed below, I am authorized to endorse the 2015 South Carolina Standards for English Language Arts and Mathematics as content standards for kindergarten through 12<sup>th</sup> grade that build towards college and career readiness by the time of high school graduation. Students who meet these standards will not need remedial course work at the postsecondary level.

Mye Amiridis  
Signature

Michael D. Amiridis  
Printed Name

Executive Vice President for Academic Affairs and Provost  
Title

U-S-C- Columbia  
Institution

Feb 11, 2015  
Date

31,009 (01/22/2015)  
Official Fall Enrollment Numbers

**From:** MOORE, TOM [<mailto:TMOORE@USCUPSTATE.EDU>]

**Sent:** Wednesday, February 18, 2015 1:37 PM

**To:** Barton, Melanie

**Cc:** [dwhitem@bellsouth.net](mailto:dwhitem@bellsouth.net); [DannyMerck@pickens.k12.sc.us](mailto:DannyMerck@pickens.k12.sc.us); CARSON, WARREN J; MASTERSON, JOHN

**Subject:** Endorsement

Dear Executive Director Barton,

On behalf of USC Upstate, I am pleased to endorse the ELA and Mathematics standards presented on February 12, 2015, by the State Superintendent of Education to the ACAP at the SC CHE as “college and career ready.”

Thank you,

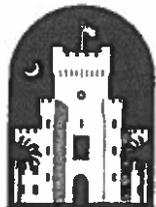
Thomas F. Moore, Ph.D.

Chancellor



University of South Carolina Upstate

800 University Way  
Spartanburg, SC 29303  
864-503-5200



# THE CITADEL

THE MILITARY COLLEGE OF SOUTH CAROLINA

OFFICE OF THE PROVOST AND DEAN OF THE COLLEGE

27 February 2015

Mr. David Whittemore  
Chair of the EOC  
PO Box 11867  
Columbia, SC 29211

FAX: 803.734.6167

Dear Mr. Whittemore:

The Citadel supports the *Evaluation of the Draft South Carolina College and Career Ready Standards* as submitted by the South Carolina Department of Education on October 21 and 22, 2014.

Sincerely,

Samuel M. Hines, Jr.  
Provost and Dean of the College

SMH/cd

**COMMENTS ON SOUTH CAROLINA'S  
COLLEGE AND CAREER READY STANDARDS FOR ENGLISH/LANGUAGE ARTS**

Larry G. Daniel

The Citadel

I have reviewed the draft of the College and Career Standards for English/Language Arts (ELA) as drafted by the South Carolina Department of Education. The process for developing these draft standards included an appropriate iterative process whereby writing teams from the state's P-12 schools developed standards; received input and feedback from panels of individuals from higher education, state government, business/industry, and community; and redrafted the standards to reflect the feedback received.

Though one might argue over fine particulars of the standards at the various grade levels, these standards *in toto* reflect appropriately the language, reading, and communication skills that graduates of South Carolina's schools would need to be successful in college and career. The standards are outcomes focused as opposed to a mere focus on activities in which students might engage during the learning process. This focus on outcomes allows for visualization of what the graduate would know and be able to do upon entry into postsecondary education and the world of work. It is my opinion that the standards are appropriate for achieving the desired outcomes, and, in my judgment as an educator, the standards in present form would stand to satisfy the objectives of Act 200.

Particular strengths of the standards include, but are not necessarily limited to, the following:

- The standards focus on “disciplinary” and “inquiry based” literacy outcomes. These outcomes assure that students will be able to apply reading, writing, and speaking skills to specific contexts (i.e., different subject areas and different “real world” situations).
- Standards in the area of reading/literacy reflect the ability of the student to read for understanding and to use language effectively beyond classroom settings.
- Literacy standards at various levels include grade-appropriate fundamental reading, writing, and communication skills.
- The standards focus on development of critical thinking through language.
- The standards focus on students’ understanding of informational/explanatory (nonfiction) text. Though understanding of narrative text is important, the focus on informational text is more likely to result in reading outcomes transferable to college and career.
- The standards contain multiple references to “multimedia sources” as well as print text.
- The standards address speaking and listening skills, including communication etiquette and understanding of non-verbal communication.
- Writing standards include use of creative language, figures of speech, and other appropriate elements of expression.
- Standards focused on literary text provide for students’ exposure to writings from various genres.

**COMMENTS ON SOUTH CAROLINA'S  
COLLEGE AND CAREER READY STANDARDS FOR MATHEMATICS**

Larry G. Daniel

The Citadel

I have reviewed the draft of the College and Career Standards for Mathematics as drafted by the South Carolina Department of Education. The process for developing these draft standards included an appropriate iterative process whereby writing teams from the state's P-12 schools developed standards; received input and feedback from panels of individuals from higher education, state government, business/industry, and community; and redrafted the standards to reflect the feedback received.

Though one might argue over fine particulars of the standards at the various grade levels, these standards *in toto* reflect appropriately reflect the mathematical knowledge and skills that graduates of South Carolina's schools would need to be successful in college and career. The standards are outcomes focused as opposed to a mere focus on activities in which students might engage during the learning process. This focus on outcomes allows for visualization of what the graduate would know and be able to do upon entry into postsecondary education and the world of work. It is my opinion that the standards are appropriate for achieving the desired outcomes, and, in my judgment as an educator, the standards in present form would stand to satisfy the objectives of Act 200.

Particular strengths of the standards include, but are not necessarily limited to, the following:

- Mastery of basic skills is reinforced by application of the skills throughout the standards.
- Standards focus on mathematics problem solving and use of mathematics in real life situations at all age/grade levels.
- The skills include focus on the development of mathematical reasoning.
- Knowledge and skills at each level are logically ordered.
- Standards include appropriate applications of knowledge and skills in the areas of algebra, geometry, pre-calculus, calculus and probability and statistics.

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Signature

J. Ralph Byington

Printed Name

Provost and Senior Vice President for  
Academic and Student Affairs

Title

Coastal Carolina University

Institution

February 25, 2015

Date

9,976

Official Fall Enrollment Numbers