

TABE[®] II/I2 Curriculum Guide



An Educator's Guide to Using TABE II/I2
in the Adult Education Classroom

TERESA PERRIN

TABE® 11/12 in a Nutshell!

Continue:

- Using TABE to place and assess students in the same way
- Teaching fundamentals of reading, language, and math
- Teaching supplementary test material, such as vocabulary
- Teaching at the student's learning level

Start:

- Implementing CCR standards in instruction
- Expanding depth of knowledge in teaching
- Increasing the breadth and complexity of reading texts
- Teaching basic geometry, data skills, and algebraic concepts early



The TABE 11/12 levels are aligned with the new NRS descriptors as of March 2015, which are much more detailed than previous descriptors. The expanded descriptors of NRS levels closely align to the CCR standards, as shown below.

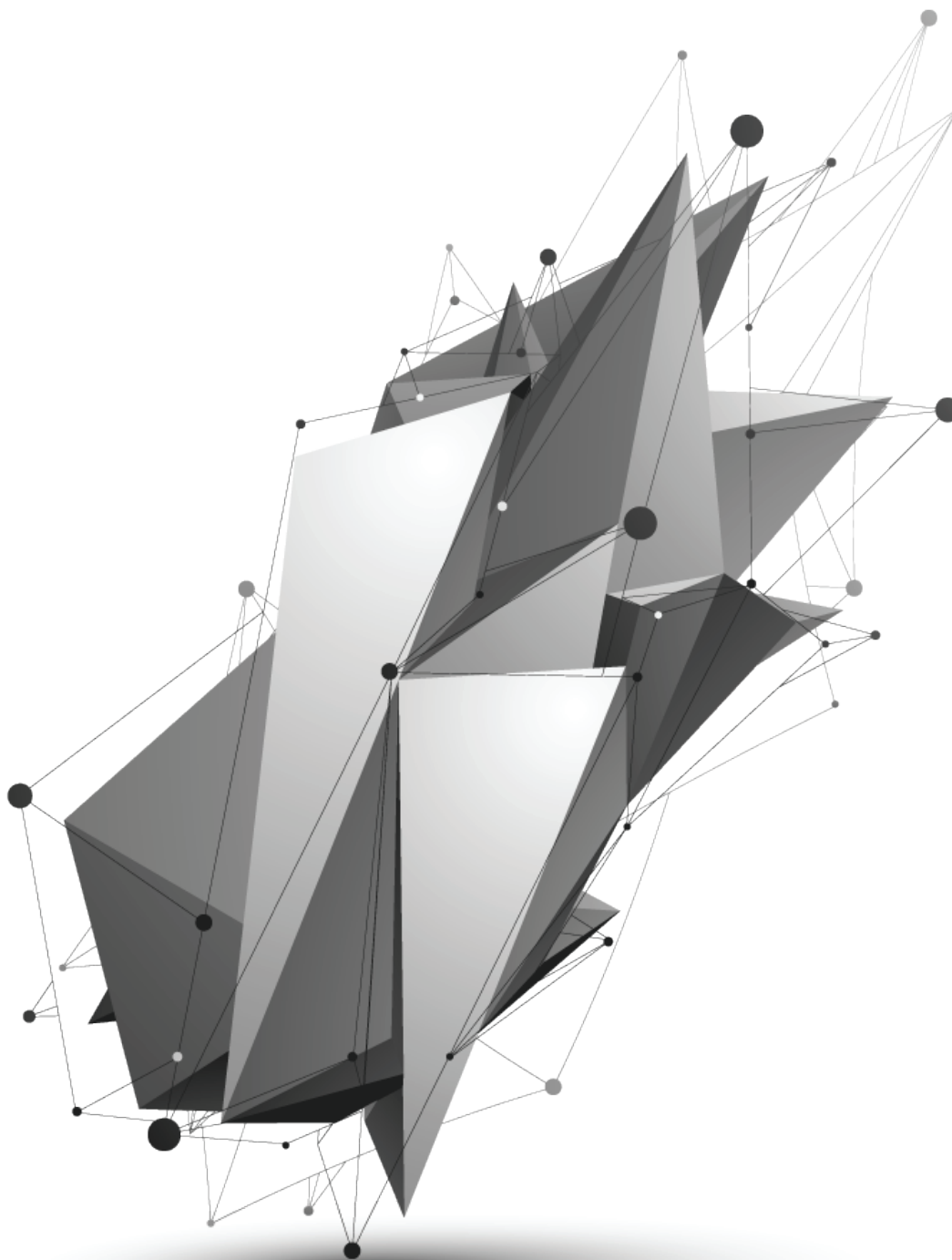
TABE Level	CCR Level	NRS Level
L	A	Beginning ABE Literacy
E	B	Beginning Basic Education
M	C	Low Intermediate Basic Education
D	D	High Intermediate Basic Education
A	E (9/10)	Low Adult Secondary Education
A	E (11.12)	High Adult Secondary Education

The new NRS descriptors for reading and writing include separate descriptions of reading, writing, speaking, and language achievement, which reflect the CCR standards for language arts. Similarly, new descriptors for math call out the math strands covered by the CCR standards, as well as mathematical practices.



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TABE® 11/12 Curriculum Guide



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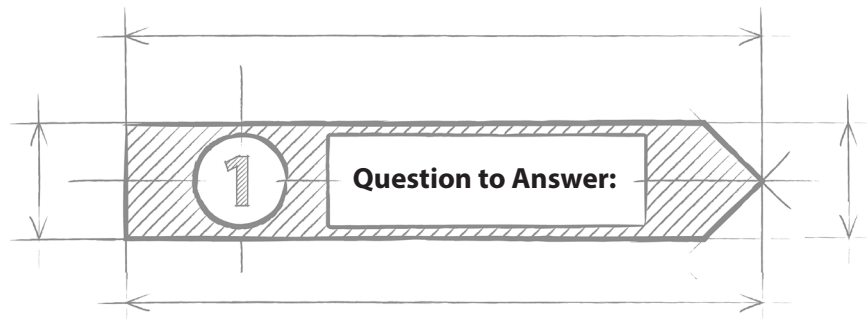
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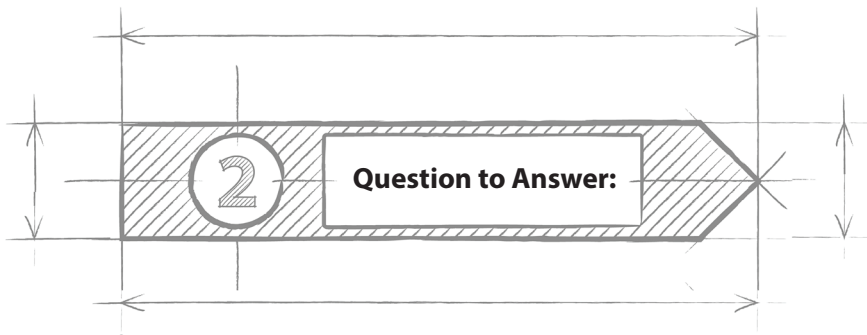
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INTRODUCTION

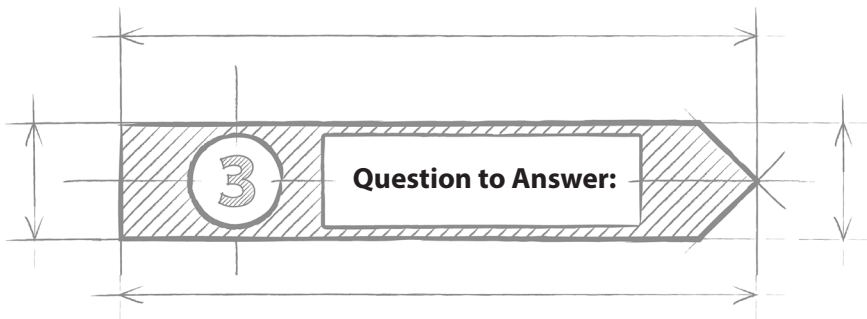
The TABE 9/10 test has been a standard adult education assessment since 2003. The introduction of TABE 11/12 marks a significant movement forward, responding to changes in standards for adult education. The question for educators is, what does this change mean in the adult education classroom? How does it help students and teachers moving forward in a constantly changing world? As this guide goes into the details of the TABE 11/12, it will answer these basic substantial questions:



What's new on the TABE 11/12 test?

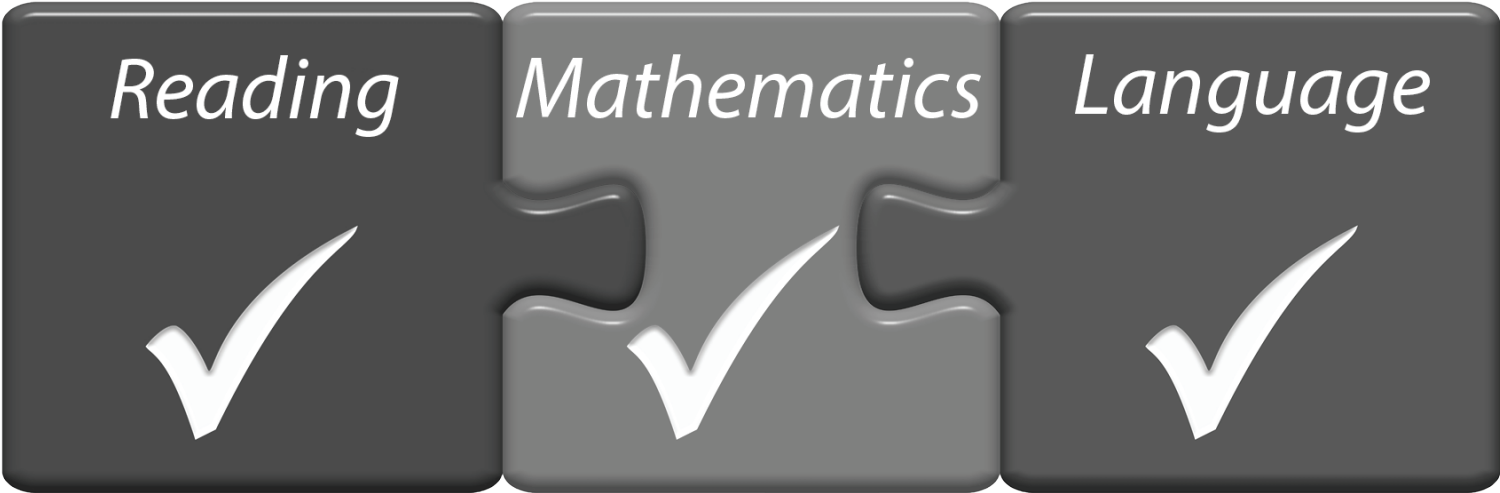


How does it affect the classroom?



What type of learning materials do students need?

TABE 11/12 SUBJECTS, FORMATS, AND LEVELS



TABE 9/10 vs. TABE 11/12

The TABE 11/12 test is more streamlined in structure than the TABE 9/10 test, with fewer tests and fewer forms of the test. Here is a quick comparison of the two tests:

	TABE 9/10	TABE 11/12
Versions	Two versions of each test, version 9 and version 10	Two versions of each test, version 11 and version 12; TABE 11/12 includes field-test questions to allow more versions to be added in the future
Levels	L (Literacy), E (Easy), M (Medium), D (Difficult), A (Advanced)	No change
Locator	12 questions in Language and Reading; 16 questions in Math	16 questions in all subjects, with three two-part questions in Reading (for 19 answers)
Subject Tests	Mathematics Computation, Applied Mathematics, Reading, Language, Vocabulary, Language Mechanics, and Spelling	Mathematics, Reading, and Language
Test Length	Long-form (Complete Battery) and short-form (Survey) tests	Only one test length, approximately 40 questions in each subject area
Question Types	Multiple choice	Multiple choice, with some technology-enhanced questions on the computer version of the test, such as drag-and-drop and multiple select
Test Time	10 to 50 minutes depending on the test; approximately 1 minute per question (less for Mathematics Computation)	Mathematics—75 min Reading—120 min Language—60 min Approx. 1.5–3 minutes per question

A few notes about these changes:

- The TABE 11/12 test includes field test questions that will allow TABE to add potential versions 13, 14, etc. in the future. There are five to seven field test questions on each test, and students will not know which questions these are.
- The locator has been expanded and updated to more accurately identify the correct level test for each student.
- The maximum testing time is longer to allow for more passages in reading and to eliminate testing time as a factor in student scores. TABE anticipates that actual test-taking time should be lower than the maximum allowed time, and educators can adjust scheduling based on the time it takes to administer the test in practice.

Many students being assessed with the TABE 11/12 are transitioning to HSE preparation. TABE 11/12 aligns with the TASC Test, the HiSET Exam, and the GED Test to better estimate when students are ready to transition to HSE preparation.

While pen-and-paper tests still make up approximately half of all TABE testing, online TABE testing has continued to grow each year. The TABE 11/12 test is on a new platform, DRC Insight, which provides test-taking features including adjustable font size and color, masking, text-to-speech in English, notes, and highlighters, as well as test-specific tools such as calculators and rulers. The computer version of TABE 11/12 includes technology-enhanced items that enhance assessment. While most questions are multiple choice, the test includes drag-and-drop questions as well as multiple select questions, where the student must choose two or more correct answers.

Overall, the new TABE 11/12 test is streamlined, with fewer subject areas and forms. The longer locator is designed to be easier to use to more accurately place students without additional information. The streamlined subject tests give one clear path to assess students for placement, judge student gains, and provide qualifying scores for classes.

TABE 11/12 Reading Test

The reading test has 47 test items in each level. There are four passages in level L, seven passages in level E, eight in level M, and nine in levels D and A. Because of the quantity of passages, as well as the goal that test time should not affect the student's score, the maximum test time is two hours, or approximately three minutes per question. The increase in number of passages is due to the new alignments with CCR standards, which emphasize student exposure to a variety of types of texts, including technical, scientific, social studies, and literary texts. The test is divided into two parts because of the long test-taking time. Part 1 and Part 2 can be administered separately.



The most significant change in the TABE 11/12 reading test

The addition of more passages from a broader range of disciplines, including science and social studies, along with two-part questions testing the student's grasp of evidence.

The reading test includes only one or two technology enhanced questions, but at higher levels, it includes up to 15 two-part questions that assess students' ability to draw evidence-based conclusions from the text. The first part of these questions asks the student to draw a conclusion or identify an aspect of style or structure. The second part asks the student to identify a detail in the text that supports the conclusion or idea in the first part. Here is a break down of the number of two-part questions on each level test:

Evidence-Based Two-Part Questions	
Level L	0
Level E	3
Level M	7
Level D	9
Level A	15

Most instructions for Level L are given orally. The levels cover the following categories:

	Level L	Level E	Level M	Level D	Level A
Phonological Awareness	23%				
Phonics and Word Recognition	23%	16%			
Key Ideas and Details	28%	37%	47%	47%	47%
Craft and Structure	16%	32%	42%	38%	42%
Integration of Knowledge and Ideas	10%	15%	11%	15%	11%

Detailed targets are included in the TABE 11/12 Progression & Targets section, pages 25 - 39.

Notice that, at low levels, students already begin applying higher-level concepts. Identifying main ideas, integrating knowledge, and understanding structure all enhance comprehension. In the classroom, readers at all levels should be introduced to fundamental reading concepts, using appropriate-level texts. These ideas will be re-taught at higher levels with more advanced texts

TABE 11/12 Mathematics Test

The TABE 11/12 mathematics test has 40 test items in each level. The maximum test time is 75 minutes, approximately two minutes per question. A calculator will be available for part of the test. Beginning at Level M, the computer-based test will include two to four technology enhanced items.

Teaching application along with computation probably better reflects how you teach in the classroom and how students will experience math in the world: related to real-world application.



The most significant change in the TABE 11/12 mathematics test

The elimination of separate Mathematics Computation and Applied Mathematics tests.

The reason for this change is that the CCR standards focus on application of math concepts throughout each discipline. The levels cover the following categories:

	Level L	Level E	Level M	Level D	Level A
Measurement and Data	11%	28%	15%		
Number and Operations in Base Ten	40%	16%	15%		
Numbers and Operations—Fractions		12%	20%		
Operations and Algebraic Thinking	38%	22%	12%		
Geometry	11%	10%	10%	18%	15%
Expressions and Equations			15%	18%	
Ratios and Proportional Relationships			3%	10%	
Statistics and Probability			5%	22%	16%
The Number System			5%	21%	
Functions				11%	28%
Numbers and Quantity					13%
Algebra					28%

As students advance in math, they move through many strands, but those strands are not unrelated. Measurement and data prepare students for geometry, statistics, and probability. Number and operations, algebraic thinking, expressions and equations, ratios and proportional relationships, algebra, the number system, numbers and quantity, and functions are all related. Students follow a focused path forward toward more advanced concepts in each area.

Detailed targets are included in the TABE 11/12 Progression & Targets section (pages 69 - 113), which also provides summaries of mathematical content.

TABE 11/12 Language Test



The NEW language test

The TABE 11/12 language test has 40 test items in each level. The maximum test time is 60 minutes, approximately one and a half minutes per question. Beginning at Level E, the computer-based test will include four to eight technology enhanced items.

Similar to the mathematics test, the language test is streamlined. This creates a more cohesive approach to language arts. Although there is no writing test, the language test incorporates elements of writing skills. Beginning with Level M, the language test includes two to six passages.

This test replaces the optional TABE 11/12 spelling, vocabulary, and language mechanics tests, incorporating those skills.

	Level L	Level E	Level M	Level D	Level A
Conventions of Standard English	66%	48%	44%	44%	52%
Vocabulary Acquisition and Use	34%	22%	26%	23%	23%
Text Types and Purposes		30%	25%	23%	25%
Knowledge of Language			5%	10%	

Detailed targets are included in the TABE 11/12 Progression & Targets section, pages 41 - 68.

COLLEGE & CAREER READINESS



What's New?

The College and Career Readiness alignment is the most significant change between the TABE 9/10 and the TABE 11/12 tests. The TABE 11/12 test is 100% aligned with College and Career Readiness standards. This change means that **test items include higher depths of knowledge and a broader range of topics**, including more reading passages that cover literary, informational, science, and social studies content.

Similarly, the TABE 11/12 has only three subject areas: reading, math, and language. This also more closely aligns to the organization of the CCR standards. In reading, math, and language, TABE targets for each level are taken from the CCR Standards for a corresponding level:

TABE Level	CCR Level
L	A
E	B
M	C
D	D
A	E

There are some CCR standards that the TABE 11/12 test does not cover. It doesn't, for example, include fluency in its reading test, because of issues in assessing fluency on a standardized test. It also excludes Reading CCR Anchor 9 (comparing texts). Reading CCR Anchor 10, which defines text complexity at different levels, is implicitly covered within the first eight anchor standards. Similarly to fluency, it is not independently tested, but is foundational to all other tested areas.

The section TABE 11/12 Progression & Targets shows in detail how the CCR standards are reflected in the targets for TABE 11/12, pages 25 - 122

In the Classroom

The CCR standards aren't simply more rigorous than previous targets for adult education. In reality, they focus on a different set of skills. They prioritize the development of critical thinking skills that help students achieve more and apply their knowledge better.

In language arts, the CCR standards have three main focuses:

- **Complexity.**

Students must read and interact with complex texts. Incorporating in classroom instruction literary, scientific, social studies, and workforce texts of increasing complexity is key. Focusing on complexity prepares students for real-world texts in college and in careers.

- **Evidence.**

The CCR standards in reading focus on making a clear link between evidence in the text and ideas or conclusions about the text. The TABE 11/12 test includes special two-part reading questions designed to assess the student's understanding of evidence. These two-part questions will ask students to first make a general assessment of how the passage develops or supports ideas, and then identify a specific detail which shows that development or support. Classroom learning should emphasize identifying specific details in the text that lead to or exemplify conclusions or generalizations about the text, no matter what the topic.

- **Knowledge.**

The TABE 11/12 reading test takes more time than previous tests, in part because it includes more types of texts than previous tests. The CCR strives to build knowledge by expanding the types of readings students are exposed to: science, social studies, and technical texts, in addition to literary texts. Both vocabulary and knowledge are built through exposure to a broad knowledge base. Teaching with an expanded range of texts will help prepare students for testing and for their future.

Similarly, mathematics emphasizes three shifts in instruction.

- **Focus.**

The CCR standards may seem to cover a lot, but the goal is to cover central math concepts in depth instead of covering as many broad areas as possible. Understanding "why," not just "how," helps students absorb and recall math concepts, and it prepares them for the next step forward toward higher math. Students often struggle as they approach higher algebra concepts because they fail to make the connection with prior math concepts. The CCR standards in math focus students on building math knowledge that will make higher-level concepts more understandable.

- **Coherence.**

Coherence goes hand-in-hand with focus. In addition to teaching the “why” more deeply, the CCR standards seek to show math as a progression from one concept to another as the students advance. New math ideas are built upon the ideas taught in a prior level. This is why concepts of geometry and algebra are included in very low levels of TABE 11/12 math assessment. Students begin building concepts at a low level, and develop those concepts as they advance.

- **Rigor.**

The TABE 11/12 has only one math test, instead of the separate application and computation tests from the previous version of TABE. This reflects the focus of the CCR standards on applying math to real-world contexts. Instruction in real-world applications is integrated throughout mathematics as part of the focus on rigor. Students are also expected to master procedures and comprehend the key concepts that underpin math as they progress.

Learning Materials

The learning materials for advancement in TABE 11/12 should reflect the focus of the CCR standards. In language arts, real-world texts of appropriate complexity should be central. In addition to following CCR standards of instructional content, instructional themes should return to textual evidence in every context. In math, learning materials should build students’ understanding of why math procedures work; relate student learning continually to real-world problems; and develop over the course of the curriculum students’ knowledge of algebraic concepts and mathematical reasoning.

TABE 11/12 INSTRUCTION IN A NUTSHELL

What to Continue:	What to Start:
<p>Using TABE to place and assess students in the same way</p> <p>Teaching fundamentals of reading, language, and math</p> <p>Teaching supplementary test material, such as vocabulary</p> <p>Teaching at the student's learning level</p>	<p>Implementing CCR standards in instruction</p> <p>Expanding depth of knowledge in teaching</p> <p>Increasing the breadth and complexity of reading texts</p> <p>Teaching basic geometry, data skills, and algebraic concepts early</p>

TABE ACADEMY 11/12



TABE Academy 11/12 is Essential Education's online, self-directed, adaptive adult education software for TABE, with a curriculum based on the CCR standards.

It's suitable for independent learning in and out of the classroom, as well as blended learning classroom solutions. The program includes a progression of levels from E to A, a locator test, and level assessments.

Progression

TABE Academy 11/12 reading course includes progressively more difficult and varied texts.

Level E:

Instruction covers reading sentences and short texts, including paragraph structure, asking questions, identifying details, sequence, main ideas, summarizing, and fluency techniques. Students are introduced to new vocabulary and higher-level thinking questions.

Level M:

Instruction expands to more complex texts and builds on student understanding of main ideas, details, summarizing, application, and structure. This level introduces literary works, including themes, character, style, and tone. Students continue to be introduced to expanded vocabulary and high-level thinking.

Level D:

As texts become more complex, students examine structure and sequence in procedures and processes and how central ideas develop over the course of a text. Vocabulary acquisition is formalized, with emphasis on determining word meaning through context and structure, as well as the impact of words and use of transition words and phrases. Students expand their ability to analyze and synthesize, including drawing conclusion, synthesizing visual information, and understanding relationships.

Level A:

This level includes complex texts from science, social studies, and real-world contexts. It covers inferences, drawing comparisons, and examining author's perspective with an emphasis on persuasive texts. Students develop not only the ability to comprehend texts of real-world complexity, but the ability to analyze and critique.

TABE Academy 11/12 covers TABE levels E through A in a combined mathematics course.

Level E:

Level E focuses on foundational mathematics, particularly operations, to develop mathematical and algebraic thinking.

Level M:

Level M expands on foundational mathematics, building knowledge of numbers and their use. Students study fractions and decimals and work with geometric and algebraic concepts.

Level D:

Students expand their knowledge of geometry and algebraic expressions and equations. They begin work in statistics and probability.

Level A:

Level A culminates with advanced algebra, statistics, functions, and geometry.

The TABE Academy 11/12 language course develops language and writing skills.

Level E:

Level E covers a basic level of capitalization, spelling and apostrophe use, and writing organization and paragraph development.

Level M:

Level M expands on the knowledge of punctuation and clarity. It develops understanding of verbs, pronouns, modifiers, sentence structure, and subject-verb agreement. This level also covers basics of writing.

Level D:

In Level D, students expand on knowledge of sentences, including fragments and run-ons, spelling, and problems with verbs. This level covers qualities of writing such as tone and clarity, as well as real-world applications of writing.

Level A:

Level A builds on students' prior knowledge of language, covering effective language use and punctuation. It includes drafting and evaluating writing for correct word use, good organization and development, grammar, and language mechanics, as well as arguments.

Curriculum Examples

The following curriculum examples from TABE Academy demonstrate how TABE 11/12 and CCR standards can be implemented.

Reading Curriculum Examples

TABE 11/12 Reading Level M targets 15 standards, but gives high emphasis to four. Let's examine two of these high-emphasis standards, and some ways that TABE Academy 11/12 approaches them, integrating the ideas of complexity, evidence, and knowledge. You can integrate similar techniques into your classroom.

4.RL.2: Determine a theme of a story, drama, or poem from details in the text, summarize the text.

Related TABE Academy 11/12 Lesson: Themes and Details

- **Complexity:**

CCR Anchor 10 describes the Flesch-Kincaid measure of complexity for Level C (corresponding to TABE Level M) as 4.51 to 7.73. This lesson includes three high-interest literary readings that fall within that range and which can be challenging because of their literary elements. The lesson includes an extensive vocabulary list from the readings to help build students' comprehension of the texts. By thoroughly examining three texts in the context of the lesson, students are able to build their reading comprehension skills along with the explicitly taught skills in the lesson. The texts for this lesson are:

- An excerpt from Philip K. Dick's story "The Eyes Have It" with a Flesch-Kincaid measure of 5.9
- A plot summary of Jane Austen's *Emma* with a Flesch-Kincaid measure of 5.6
- An excerpt from *Emma* with a Flesch-Kincaid measure of 4.9

- **Evidence:**

The lesson includes instruction on identifying topics and related themes in the text, but also instruction on relating themes to supporting details. Students must identify specific quotations from the text that support ideas in the text, similar to the two-part evidentiary questions in TABE 11/12.

- **Knowledge:**

While the texts of this lesson are limited to literary texts, the literary texts cover contrasting contexts. "The Eyes Have It" is a humorous story by a science fiction author about imagined aliens living among us. *Emma* is a literary novel about culture, love, and marriage. The themes include rich ideas about language and social status.

4.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.

Related TABE Academy 11/12 Lesson: Structure and Meaning

- **Complexity:**

Similarly to the lesson on themes, this lesson includes three high-interest readings that fall in the reading range of the lesson, but these readings are informational, covering health, persuasion in a civics context, and technology. This lesson also includes an extensive vocabulary resource and exposes students to specialized vocabulary such as “candidate” and “kilowatts.” The readings are:

- “Dementia: A Difficult Situation,” Flesch-Kincaid measure 4.6
- “Vote for Irene Guzman,” Flesch-Kincaid measure 4.7
- “Hydropower,” Flesch-Kincaid measure 6.9

- **Evidence:**

This lesson asks students to relate structure to meaning. It focuses on specific details in the text, such as identifying the relationship between two specific sentences and identifying how specific sentences function in the structure of the passage. While the lesson has students identify overall structure, it also focuses on details and the function of specific sentences.

- **Knowledge:**

Although the lesson focuses on three texts, they increase knowledge in a wide range of areas. The text “Dementia: A Difficult Situation” deals with health and elder care, introducing vocabulary (and concepts) such as “cope” and “communication.” The text “Vote for Irene Guzman” describes a school board candidate and makes a persuasive argument to support that candidate. This introduces concepts related to local politics. “Hydropower” is an informational text that describes the history and development of hydropower, touching on ideas of power generations, historical change, and environment. By introducing a wide variety of topics, the teaching materials help students build vocabulary and knowledge that can be applied to more complex texts in a variety of subject areas.

Math Curriculum Examples

TABE 11/12 Math Level M targets 51 standards, with no high-emphasis standards. Since there are around 40 questions on the TABE math test, not every standard will be targeted on the test. Most of the test's focus will be split between a number of medium-emphasis standards, with a variety of low-emphasis questions making up portions of the test. Many of these standards can be taught in conjunction, such as standards relating to understanding and using fractions. The number of standards, in many ways, reflects the depth of the student's understanding of the topic, more than extensive breadth in math. Let's examine how TABE Academy addresses some of these standards in the context of focus, coherence, and rigor.

Standards 4.NF.2 (Solve word problems involving addition and subtraction of fractions referring to the same whole) and **4.NF.3** (Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$).

Related TABE Academy 11/12 Lesson: Adding and Subtracting Fractions

- **Focus:**

This lesson emphasizes an understanding of the underlying principles of adding and subtracting fractions, based on understanding what fractions are, i.e. the real-world meaning of the numerator and denominator of a fractions. Understanding fractions builds the "why" knowledge to be able to add and subtract fractions, whether they have the same or different denominators.

- **Coherence:**

This lesson is part of a unit on fractions, rates, and ratios. It builds knowledge that will be applied in multiplication of fractions, in working with rates and ratios, and later in algebra and other more advanced math.

- **Rigor:**

The lesson not only emphasizes the fundamentals of understanding and manipulating fractions but applies them to real-world contexts. Students comprehend more thoroughly because of the development of context and reasoning.

TABE 11/12 PROGRESSION & TARGETS

Mastery

Easy	Medium	Difficult	Advanced
------	--------	-----------	----------

1	Sequence and Development - D	✓86%	<div></div>
2	Gaining Meaning from Words - D	✓100%	<div></div>
3	Analysis and Synthesis - D	✓86%	<div></div>
4	Evaluate and Interpret Graphics in Science - D		
5	Extend Meaning in Social Studies - D		

Ready Honors

Last Assignment ►

The following tables show the targets for TABE 11/12 and summaries of what is tested. The progression chart is an overall summary that shows a broad overview of the content for each level of TABE 11/12, along with a brief description of the TABE Academy study materials for that level, including relevant units. The progression chart is a condensed overview of TABE 11/12 for one subject area.

Following the progression chart for each subject area, there is a detailed target chart for TABE 11/12 that shows the test targets for each level, the makeup of the test, and the CCR standards correlations. For each general topic on the text, the table provides an easy-to-read summary of the targets. This provides a more detailed overview of what students need to learn for each subject and level.

Reading

Progression

LEVEL	CONTENT	TABE ACADEMY 11/12
Level L	<p>Primary focus: Basic word knowledge; phonemes and phonics</p> <p>Secondary focus: Reading informational texts, focusing on text features, illustrations, details, and reasons.</p>	Not available at this level.
Level E	<p>Primary focus: Reading of informational texts: main idea, details, relationships, purpose, point of view, text features, illustrations, and reasons.</p> <p>Secondary focus: Phonics and word recognition.</p>	<p>Building reading comprehension skills:</p> <ul style="list-style-type: none"> • Reading Sentences • Reading Texts • Instructions and Forms <p>Phonics and word recognition in development.</p>
Level M	Reading skills build on the prior topics with level-appropriate texts and increasing depth, expanding to include literary texts, evidence, and structural elements.	<p>Reading with higher level texts, including literary texts, evidence, and structure:</p> <ul style="list-style-type: none"> • Gaining Meaning from Text • Analysis and Application • Literary Works
Level D	Reading skills build on the prior topics with level-appropriate texts and increasing depth, adding social studies and science/technology texts.	<p>Reading with appropriate text level, including higher level analysis and science and social studies reading:</p> <ul style="list-style-type: none"> • Sequence and Development • Gaining Meaning from Words • Analysis and Synthesis • Reading in Social Studies • Reading in Science
Level A	Reading skills build on prior topics with level-appropriate texts and increasing depth, expanding significantly on persuasive ideas: rhetoric, comparing points of view, and claims/arguments/reasoning.	<p>Reading with advanced texts, focusing on higher-level thinking and persuasive texts:</p> <ul style="list-style-type: none"> • Inferences • Comparing Texts • Author's Perspective • Arguments

Reading, Level L Targets—CCR Level A

TOPIC/STANDARD	EMPHASIS	SUMMARY
Phonological Awareness—23% (CCR Reading Foundations 2)		Grade K understanding of phonemes, syllables, and words
<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (K.RF.2.a, K.RF.2.b, K.RF.2.c, K.RF.2.d, K.RF.2.e)</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. 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/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	High Emphasis	
Phonics and Word Recognition—23% (CCR Reading Foundations 3)		Grade 1 understanding of phonics and words
<p>Know and apply grade-level phonics and word analysis skills in decoding words. (1.RF.3.a, 1.RF.3.b, 1.RF.3.c, 1.RF.3.d, 1.RF.3.e, 1.RF.3.f, 1.RF.3.g)</p> <ul style="list-style-type: none"> a. Know the spelling-sound 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. 	High Emphasis	

Reading, Level L Targets—CCR Level A (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Craft and Structure—16% (CCR Reading Anchors 4 and 5)		With informational texts at grade 1 level, use text features and ask and answer questions to understand meaning.
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (1.RI.4—Informational)	High Emphasis	
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. (1.RI.5—Informational)	Medium Emphasis	
Integration of Knowledge and Ideas—10% (CCR Reading Anchors 7 and 8)		With informational texts at grade 1 level, understand illustrations, details, and reasons that relate to key ideas.
Use the illustrations and details in a text to describe its key ideas. (1.RI.7—Informational)	Medium Emphasis	
Identify the reasons an author gives to support points in a text. (1.RI.8—Informational)	Medium Emphasis	

Reading, Level E Targets—CCR Level B

TOPIC/STANDARD	EMPHASIS	SUMMARY
Key Ideas and Details—37% (CCR Reading Anchors 1, 2, and 3)		With informational texts at grade level 2 to 3, understand the main idea and details, including relationships and sequence. Emphasizes main idea and details.
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2.RI.1—Informational)	High Emphasis	
Determine the main idea of a text; recount the key details and explain how they support the main idea. (3.RI.2—Informational)	High Emphasis	
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. (3.RI.3—Informational)	Medium Emphasis	
Integration of Knowledge and Ideas—10% (CCR Reading Anchors 7 and 8)		With informational texts at grade 1 level, understand illustrations, details, and reasons that relate to key ideas.
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (3.RI.4—Informational)	High Emphasis	
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. (2.RI.5—Informational)	Low Emphasis	
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (3.RI.5—Informational)	Medium Emphasis	
Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (2.RI.6—Informational)	Medium Emphasis	
Distinguish their own point of view from that of the author of a text. (3.RI.6—Informational)	Medium Emphasis	

Reading, Level E Targets—CCR Level B (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Craft and Structure—32% (CCR Reading Anchors 4, 5, and 6)		<p>With informational texts at grade level 2 to 3:</p> <ul style="list-style-type: none"> • Understand words and phrases • Understand purpose and point of view • Find information
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (3.RI.4—Informational)	High Emphasis	
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. (2.RI.5—Informational)	Low Emphasis	
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (3.RI.5—Informational)	Medium Emphasis	
Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (2.RI.6—Informational)	Medium Emphasis	
Distinguish their own point of view from that of the author of a text. (3.RI.6—Informational)	Medium Emphasis	
Integration of Knowledge and Ideas—15% (CCR Reading Anchors 7 and 8)		<p>With informational texts at grade level 2 to 3:</p> <ul style="list-style-type: none"> • Understand information using words and pictures • Understand how reasons support ideas
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). (3.RI.7—Informational)	Medium Emphasis	
Describe how reasons support specific points the author makes in a text. (2.RI.8—Informational)	Low Emphasis	

Reading, Level E Targets—CCR Level B (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Phonics and Word Recognition— 16% (CCR Reading Foundations 3)		<p>Decode words at grade level 2 to 3, and read irregularly spelled words at that grade level.</p>
<p>Know and apply grade-level phonics and word analysis skills in decoding words. (2.RF.3.a, 2.RF.3.b, 2.RF.3.e, 2.RF.3.f)</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Identify words with inconsistent but common spelling-sound correspondences. d. Recognize and read grade-appropriate irregularly spelled words. 	Medium Emphasis	
<p>Know and apply grade-level phonics and word analysis skills in decoding words. (3.RF.3.a, 3.RF.3.b, 3.RF.3.c, 3.RF.3.d)</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words. 	High Emphasis	

Reading, Level M Targets—CCR Level C

TOPIC/STANDARD	EMPHASIS	SUMMARY
Key Ideas and Details—47% (CCR Reading Anchors 1, 2, and 3)		<p>With grade level 4 to 5 literary and informational texts:</p> <ul style="list-style-type: none"> • Use details, examples, and quotes as evidence • Find themes or main ideas • Summarize • Understand relationships and sequence in informational texts
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4.RL.1—Literary)	Low Emphasis	
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4.RI.1—Informational)	Medium Emphasis	
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5.RL.1—Literary)	Medium Emphasis	
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5.RI.1—Informational)	Low Emphasis	
Determine a theme of a story, drama, or poem from details in the text; summarize the text. (4.RL.2—Literary)	High Emphasis	
Determine the main idea of a text and explain how it is supported by key details; summarize the text. (4.RI.2—Informational)	High Emphasis	
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. (4.RI.3—Informational)	High Emphasis	

Reading, Level M Targets—CCR Level C (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Integration of Knowledge and Ideas—11% (CCR Reading Anchors 7 and 8)		
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. (5.RI.7—Informational)	Medium Emphasis	<p>With grade level 5 informational texts:</p> <ul style="list-style-type: none"> • Interpret and synthesize visual information and data with text • Understand reasons and evidence supporting the text
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (5.RI.8—Informational)	Medium Emphasis	

Reading, Level D Targets—CCR Level D

TOPIC/STANDARD	EMPHASIS	SUMMARY
Key Ideas and Details—47% (CCR Reading Anchors 1, 2, and 3)		<p>With grade level 6 to 8 informational, literary, science, and social studies texts:</p> <ul style="list-style-type: none"> • Use evidence for support • Find themes and central ideas and describe how they are developed • Summarize objectively • Understand the development of relationships and steps in processes or procedures
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7.RL.1—Literary)	Medium Emphasis	
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7.RI.1—Informational)	High Emphasis	
Cite specific textual evidence to support analysis of primary and secondary sources. (6–8.RH.1—Social studies)	Low Emphasis	
Cite specific textual evidence to support analysis of science and technical texts. (6–8.RST.1—Science)	High Emphasis	
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. (6.RL.2—Literary)	Medium Emphasis	
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. (6.RI.2—Informational)	High Emphasis	
Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (6–8.RST.2—Science)	Low Emphasis	
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (8.RI.3—Informational)	High Emphasis	
Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). (8.RI.3—Informational)	Low Emphasis	
Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (6–8.RST.3—Science)	Low Emphasis	

Reading, Level D Targets—CCR Level D (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Craft and Structure—38% (CCR Reading Anchors 4, 5, and 6)		<p>With grade level 6 to 8 informational, literary, and social studies texts:</p> <ul style="list-style-type: none"> • Understand words and phrases • Understand and analyze structure and organization • Understand and analyze point of view
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. (6.RL.4—Literary)	Medium Emphasis	
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (6.RI.4—Informational)	High Emphasis	
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. (6.RL.5—Literary)	Low Emphasis	
Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (7.RI.5—Informational)	High Emphasis	
Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (8.RI.6—Informational)	High Emphasis	
Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (6–8. RH.6—Social studies)	Low Emphasis	

Reading, Level D Targets—CCR Level D (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Integration of Knowledge and Ideas—15% (CCR Reading Anchors 7 and 8)		<p>With grade level 6 to 8 informational, and science texts:</p> <ul style="list-style-type: none"> • Interpret and synthesize visual information and data with text • Understand claims; understand and evaluate reasons and evidence
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. (6.RI.7—Informational)	Low Emphasis	
Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (6–8.RST.7—Science)	Low Emphasis	
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. (8.RI.8—Informational)	High Emphasis	

Reading, Level A Targets—CCR Level E

TOPIC/STANDARD	EMPHASIS	SUMMARY
Key Ideas and Details—47% (CCR Reading Anchors 1, 2, and 3)		<p>With grade level 9 to 12 informational, literary, science, and social studies texts:</p> <ul style="list-style-type: none"> • Use evidence for support • Find themes and central ideas and describe how they are developed • Summarize objectively
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9–10. RL.1—Literary)	Low Emphasis	
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (9–10.RH.1—Social studies)	Medium Emphasis	
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9–10. RI.1—Informational)	High Emphasis	
Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (9–10.RST.1—Science)	Low Emphasis	
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. (9–10.RL.2—Literary)	Medium Emphasis	
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. (9–10.RI.2—Informational)	High Emphasis	
Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (11–12. RST.2—Science)	Low Emphasis	

Reading, Level A Targets—CCR Level E (Cont.)

TOPIC/STANDARD (Cont.)	EMPHASIS	SUMMARY
Key Ideas and Details—47% (CCR Reading Anchors 1, 2, and 3) (Cont.)		<ul style="list-style-type: none"> • Understand the development of relationships and steps in processes or procedures
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. (11–12.RI.3—Informational)	Medium Emphasis	
Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (9–10.RH.3—Social studies)	Medium Emphasis	
Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text. (9–10.RST.3—Science)	Medium Emphasis	

Reading, Level A Targets—CCR Level E (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Craft and Structure—38% (CCR Reading Anchors 4, 5, and 6)		<p>With grade level 9 to 12 informational, literary, and social studies texts:</p> <ul style="list-style-type: none"> • understand words and phrases and their impact • understand and analyze structure and organization, including in supporting claims and arguments effectively
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). (9–10.RL.4—Literary)	Low Emphasis	
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). (9–10.RI.4—Informational)	High Emphasis	
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. (9–10.RST.4—Science)	Medium Emphasis	
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). (9–10.RI.5—Informational)	High Emphasis	
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. (11–12. RI.5—Informational)	Medium Emphasis	
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. (9–10.RL.6—Literary)	Low Emphasis	

Reading, Level A Targets—CCR Level E (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Craft and Structure—38% (CCR Reading Anchors 4, 5, and 6) (Cont.)		• understand and analyze point of view, including use of rhetoric for persuasive texts
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). (11–12.RL.6—Literary)	Low Emphasis	
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. (9–10. RI.6—Informational)	High Emphasis	
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (9–10. RH.6—Social studies)	Low Emphasis	
Integration of Knowledge and Ideas—15% (CCR Reading Anchor 8)		With grade level 9 to 10 informational texts: • understand and evaluate an argument, claims, reasoning, and evidence
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. (9–10.RI.8—Informational)	High Emphasis	

Language

Progression

LEVEL	CONTENT	TABE ACADEMY 11/12
Level L	<p>Primary focus: Use common words in simple and compound sentences, with grade K to 1 capitalization, spelling, and punctuation</p> <p>Secondary focus: Define and acquire words at grade K to 1 level</p>	Not available at this level.
Level E	<p>Primary focus: Use a variety of words in simple, compound, and complex sentences with subject-verb and pronoun agreement and grade 2 to 3 capitalization, spelling, and punctuation</p> <p>Secondary focus: Write organized opinion and informative texts</p> <p>Tertiary focus: Define and acquire words at grade 2 to 3 level</p>	<p>Focus on language development, including:</p> <ul style="list-style-type: none"> • Basic Spelling • Capitalization <p>Introduction to writing:</p> <ul style="list-style-type: none"> • Organization
Level M	<p>Primary focus: Expand language use to relative pronouns, advanced verb formations and use, correlative conjunctions, and prepositional phrases, with grade 4 to 5 capitalization, spelling, and punctuation</p> <p>Secondary focus: Build on ability to write organized opinion and informative texts, adding precise language</p> <p>Tertiary focus: Define and acquire words at grade 4 to 5 level</p>	<p>Expand language knowledge, including:</p> <ul style="list-style-type: none"> • Commas • Clear Language • Subjects and Verbs <p>Expand writing knowledge:</p> <ul style="list-style-type: none"> • Writing Basics
Level D	<p>Primary focus: Expand language use to advanced knowledge of punctuation and verbs, creating a variety of correct sentence structures, with grade 6 to 8 spelling and punctuation</p> <p>Secondary focus: Building on prior level, write developed and supported arguments as well as more advanced informational texts, adding formal style and tone</p> <p>Tertiary focus: Define and acquire words at grade 6 to 8 level</p>	<p>Expand language knowledge, including:</p> <ul style="list-style-type: none"> • Building Sentences • Issues with Verbs • Spelling <p>Expand writing knowledge:</p> <ul style="list-style-type: none"> • Application of Writing • Qualities of Good Writing
Level A	<p>Primary focus: Expand language use to use parallel structure and create meaning and effect with phrases and clauses, while using colons and semicolons and spelling correctly at a grade 9 to 10 level</p> <p>Secondary focus: Building on prior level, write developed and supported arguments as well as more advanced informational texts, adding pieces in the science and social studies disciplines</p> <p>Tertiary focus: Define and acquire words at grade 11 to 12 level</p>	<p>Advanced language use:</p> <ul style="list-style-type: none"> • Effective Language • Advanced Punctuation <p>Advanced writing:</p> <ul style="list-style-type: none"> • Drafting • Evaluating Written Responses • Arguments

Language, Level L Targets—CCR Level A

TOPIC/STANDARD	EMPHASIS	SUMMARY
Conventions of Standard English—66% (CCR Language Anchors 1 and 2)		
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (K.L.1.a, K.L.1.b, K.L.1.d, K.L.1.e, K.L.1.f)</p> <ul style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). e. Produce and expand complete sentences in shared language activities. 	Medium Emphasis	<p>At grade level K and 1 level:</p> <ul style="list-style-type: none"> • Print all upper- and lowercase letters • Understand and use common nouns, question words, prepositions, pronouns, verbs, adjectives, conjunctions, and determiners • Produce and expand simple and compound sentences of all types
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (1.L.1.a, 1.L.1.b, 1.L.1.c, 1.L.1.d, 1.L.1.e, 1.L.1.f, 1.L.1.g, 1.L.1.h, 1.L.1.i, 1.L.1.j)</p> <ul style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, AND possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). 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). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	High Emphasis	

Language, Level L Targets—CCR Level A (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Conventions of Standard English—66% (CCR Language Anchors 1 and 2)		
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (K.L.2.a, K.L.2.b, K.L.2.c, K.L.2.d)</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	Low Emphasis	<ul style="list-style-type: none"> • Capitalize the first word in a sentence, the pronoun I, dates, and names of people • Understand and use end punctuation for sentences
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (1.L.2.a, 1.L.2.b, 1.L.2.c, 1.L.2.d, 1.L.2.e)</p> <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	High Emphasis	<ul style="list-style-type: none"> • Spell common words, including those with irregular spellings • Spell unknown words phonetically

Language, Level L Targets—CCR Level A (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Vocabulary Acquisition and Use—44% (CCR Language Anchors 4 and 5)		
<p>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. (1.L.4.a, 1.L.4.b, 1.L.4.c)</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). 	High Emphasis	
<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (1.L.5.a, 1.L.5.b, 1.L.5.c, 1.L.5.d)</p> <ul style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 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). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). 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. 	High Emphasis	

At grade 1 level:

- Identify word meanings using context, affixes, and roots
- Categorize and define words, distinguishing shades of meaning

Language, Level E Targets—CCR Level B

TOPIC/STANDARD	EMPHASIS	SUMMARY
Conventions of Standard English—48% (CCR Language Anchors 1 and 2)		
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (2.L.1.a, 2.L.1.b, 2.L.1.d, 2.L.1.f)</p> <ul style="list-style-type: none"> a. Use collective nouns (e.g., <i>group</i>). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). d. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). 	High Emphasis	<p>At grade level K and 1 level:</p> <ul style="list-style-type: none"> • Print all upper- and lowercase letters • Understand and use common nouns, question words, prepositions, pronouns, verbs, adjectives, conjunctions, and determiners • Produce and expand simple and compound sentences of all types
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (3.L.1.a, 3.L.1.b, 3.L.1.c, 3.L.1.d, 3.L.1.e, 3.L.1.f, 3.L.1.g, 3.L.1.h, 3.L.1.i)</p> <ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., <i>childhood</i>). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. 	High Emphasis	

Language, Level E Targets—CCR Level B (Cont.)

TOPIC/STANDARD (Cont.)	EMPHASIS	SUMMARY
Conventions of Standard English—48% (CCR Language Anchors 1 and 2) (Cont.)		
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (2.L.2.a, 2.L.2.b, 2.L.2.c, 2.L.2.d, 2.L.2.e)</p> <ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> › <i>badge</i>; <i>boy</i> › <i>boil</i>). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	High Emphasis	<ul style="list-style-type: none"> • Capitalize the first word in a sentence, the pronoun I, dates, and names of people • Understand and use end punctuation for sentences • Spell common words, including those with irregular spellings • Spell unknown words phonetically
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (3.L.2.a, 3.L.2.b, 3.L.2.c, 3.L.2.d, 3.L.2.e, 3.L.2.f, 3.L.2.g)</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>). f. Use spelling patterns and generalizations (e.g., <i>word families</i>, <i>position-based spellings</i>, <i>syllable patterns</i>, <i>ending rules</i>, <i>meaningful word parts</i>) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	High Emphasis	

Language, Level E Targets—CCR Level B (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Text Types and Purposes—30% (CCR Writing Anchors 1 and 2)		
<p>Write opinion pieces on topics or texts, supporting a point of view with reasons. (3.W.1.a, 3.W.1.b, 3.W.1.c, 3.W.1.d)</p> <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. d. Provide a concluding statement or section. 	High Emphasis	<p>At grade level 3, write opinion and informative texts, including:</p> <ul style="list-style-type: none"> • An introduction • Development with reasons or facts and details • Linking words and phrases • A conclusion
<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3.W.2.a, 3.W.2.b, 3.W.2.c, 3.W.2.d)</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. d. Provide a concluding statement or section. 	High Emphasis	

Language, Level E Targets—CCR Level B (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Vocabulary Acquisition and Use—22% (CCR Language Anchors 4, 5, and 6)		
<p>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. (2.L.4.a, 2.L.4.b, 2.L.4.c, 2.L.4.d, 2.L.4.e)</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 	High Emphasis	<p>At grade level 2 to 3:</p> <ul style="list-style-type: none"> • Identify word meanings using context, affixes, roots, compound word structure, glossaries, and dictionaries • Define words, including literal and nonliteral meanings and shades of meaning • Acquire and use new words
<p>Demonstrate understanding of word relationships and nuances in word meanings. (3.L.5.a, 3.L.5.b, 3.L.5.c)</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>). 	Low Emphasis	
<p>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). (2.L.6)</p>	Low Emphasis	

Language, Level E Targets—CCR Level B (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Vocabulary Acquisition and Use—22% (CCR Language Anchors 4, 5, and 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., <i>After dinner that night we went looking for them</i>). (3.L.6)	High Emphasis	

Language, Level M Targets—CCR Level C

TOPIC/STANDARD	EMPHASIS	SUMMARY
Conventions of Standard English—44% (CCR Language Anchors 1 and 2)		
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (4.L.1.a, 4.L.1.b, 4.L.1.c, 4.L.1.d, 4.L.1.e, 4.L.1.f, 4.L.1.g)</p> <ul style="list-style-type: none"> a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). 	High Emphasis	<p>At grade level 4 to 5:</p> <ul style="list-style-type: none"> • Use relative pronouns, verb tenses including progressive and perfect, modal auxiliaries, correlative conjunctions, and prepositional phrases • Understand conjunctions, prepositions, and interjections • Order adjectives according to conventional patterns
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (5.L.1.a, 5.L.1.b, 5.L.1.c, 5.L.1.d, 5.L.1.e)</p> <ul style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). 	Medium Emphasis	

Language, Level M Targets—CCR Level C (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Conventions of Standard English—44% (CCR Language Anchors 1 and 2)		
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (4.L.2.a, 4.L.2.b, 4.L.2.c, 4.L.2.d)</p> <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. 	High Emphasis	<ul style="list-style-type: none"> • Correctly use frequently confused words • Avoid inappropriate shifts in verb tense • Capitalize correctly • Use commas with quotation marks, coordinating conjunctions, introductory elements, tag questions, and direct address inappropriate shifts in verb

Language, Level M Targets—CCR Level C (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Conventions of Standard English—44% (CCR Language Anchors 1 and 2)		
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (5.L.2.a, 5.L.2.b, 5.L.2.c, 5.L.2.d, 5.L.2.e)</p> <ul style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. 	High Emphasis	<ul style="list-style-type: none"> • Use underlining, quotation marks, or italics with titles of works • Spell grade-appropriate words correctly

Language, Level M Targets—CCR Level C (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Text Types and Purposes—25% (CCR Writing Anchors 1 and 2)		
<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5.W.1.a, 5.W.1.b, 5.W.1.c, 5.W.1.d)</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). d. Provide a concluding statement or section related to the opinion presented. 	High Emphasis	<p>At grade level 4 to 5 level, write opinion and informative pieces, including:</p> <ul style="list-style-type: none"> • An introduction • Development with reasons and support or facts and details
<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (4.W.2.a, 4.W.2.b, 4.W.2.c, 4.W.2.d, 4.W.2.e)</p> <ul style="list-style-type: none"> 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 	High Emphasis	<ul style="list-style-type: none"> • Linking words • Precise and appropriate language • A conclusion

Language, Level M Targets—CCR Level C (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Vocabulary Acquisition and Use—26% (CCR Language Anchors 4 and 6)		
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content, choosing flexibly from a range of strategies. (4.L.4.a, 4.L.4.b, 4.L.4.c)</p> <ul style="list-style-type: none"> a. Use context (e.g., <i>definitions, examples, or restatements in text</i>) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). 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. 	High Emphasis	<p>At grade level 4 to 5 level:</p> <ul style="list-style-type: none"> • Define words using context, affixes, roots, and reference materials • Acquire and use new words and phrases
<p>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). (4.L.6)</p>	Medium Emphasis	
<p>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). (5.L.6)</p>	Low Emphasis	

Language, Level M Targets—CCR Level C (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Knowledge of Language—5% (CCR Language Anchor 3)		
<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. (5.L.3.a, 5.L.3.b)</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., <i>dialects, registers</i>) used in stories, dramas, or poems.</p>	Medium Emphasis	<p>At grade 5 level:</p> <ul style="list-style-type: none"> • Modify sentences for meaning, interest, and style • Compare use of language

Language, Level D Targets—CCR Level D

TOPIC/STANDARD	EMPHASIS	SUMMARY
Conventions of Standard English—44% (CCR Language Anchors 1 and 2)		At grade level 6 to 8 level:
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (6.L.1.a, 6.L.1.b, 6.L.1.c, 6.L.1.d, 6.L.1.e)</p> <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 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. 	High Emphasis	<ul style="list-style-type: none"> • Use pronouns in the correct case and intensive pronouns • Correct problems with pronouns, including number, person, and vague or unclear antecedents
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (7.L.1.a, 7.L.1.b, 7.L.1.c)</p> <ul style="list-style-type: none"> 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. 	Low Emphasis	<ul style="list-style-type: none"> • Recognize and improve variations from standard English

Language, Level D Targets—CCR Level D (Cont.)

TOPIC/STANDARD (Cont.)	EMPHASIS	SUMMARY
Conventions of Standard English—44% (CCR Language Anchors 1 and 2) (Cont.)		<ul style="list-style-type: none"> • Understand and use phrases and clauses in a variety of sentence structures to communicate relationships, avoiding errors such as dangling modifiers • Understand and use verbals, active and passive voice, and mood, recognizing and correcting inappropriate shifts in verb voice and mood
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (8.L.1.a, 8.L.1.b, 8.L.1.c, 8.L.1.d)</p> <ul style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function 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. d. Recognize and correct inappropriate shifts in verb voice and mood. 	Medium Emphasis	

Language, Level D Targets—CCR Level D (Cont.)

TOPIC/STANDARD (Cont.)	EMPHASIS	SUMMARY
Conventions of Standard English—44% (CCR Language Anchors 1 and 2) (Cont.)		
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (6.L.2.a, 6.L.2.b)</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. Spell correctly.</p>	High Emphasis	<ul style="list-style-type: none"> • Use commas, parentheses, dashes, and ellipses to set off nonrestrictive elements or indicate a break • Use commas to separate coordinate adjectives • Use an ellipsis to indicate an omission • Spell correctly

Language, Level D Targets—CCR Level D (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Text Types and Purpose—23% (CCR Writing Anchors 1 and 2)		
<p>Write arguments to support claims with clear reasons and relevant evidence. (7.W.1.a, 7.W.1.b, 7.W.1.c, 7.W.1.d, 7.W.1.e)</p> <ol style="list-style-type: none"> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. 	High Emphasis	<p>At grade 6 to 8 level, write arguments and informative pieces, including:</p> <ul style="list-style-type: none"> An introduction with a clear topic or claim Organization, including organizing concepts or claims and evidence, and responding to opposing views in arguments

Language, Level D Targets—CCR Level D (Cont.)

TOPIC/STANDARD (Cont.)	EMPHASIS	SUMMARY
Text Types and Purpose—23% (CCR Writing Anchors 1 and 2) (Cont.)		
<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (6-8.WHST.2.a, 6-8.WHST.2.b, 6-8.WHST.2.c, 6-8.WHST.2.d, 6-8.WHST.2.e, 6-8.WHST.2.f)</p> <ol style="list-style-type: none"> 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	Medium Emphasis	<ul style="list-style-type: none"> • Development with logical reasoning and evidence or facts and details • Transitions that create cohesion and clear relationships • Precise and appropriate language • A formal style • A conclusion

Language, Level D Targets—CCR Level D (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Vocabulary Acquisition and Use—23% (CCR Language Anchors 4 and 6)		
<p>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. (6.L.4.a, 6.L.4.b, 6.L.4.c, 6.L.4.d)</p> <ul style="list-style-type: none"> 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>). 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. 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). 	High Emphasis	<p>At grade 6 to 8 level:</p> <ul style="list-style-type: none"> • Define words using context, affixes, roots, and reference materials • Acquire and use new words and phrases
<p>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. (8.L.6)</p>	Medium Emphasis	

Language, Level D Targets—CCR Level D (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Knowledge of Language—10% (CCR Language Anchor 3)		<p>At grade 6 to 7 level:</p> <ul style="list-style-type: none"> • Modify sentences for meaning, interest, and style • Maintain style and tone • Use precise and concise language
<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. (6.L.3.a, 6.L.3.b)</p> <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone. 	Low Emphasis	
<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. (7.L.3.a)</p> <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 	Low Emphasis	

Language, Level A Targets—CCR Level E

TOPIC/STANDARD	EMPHASIS	SUMMARY
Conventions of Standard English—52% (CCR Language Anchors 1 and 2)		<p>At grade 9 to 10 level:</p> <ul style="list-style-type: none"> • Use parallel structure • Use phrases and clauses for meaning and effect • Use colons and semicolons • Spell correctly
<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. (6.L.3.a, 6.L.3.b)</p> <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone. 	High Emphasis	
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2.a, 9-10.L.2.b, 9-10.L.2.c)</p> <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. 	High Emphasis	

Language, Level A Targets—CCR Level E (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Text Types and Purposes—25% (CCR Writing Anchors 1 and 2)		
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1.a, 9-10.W.1.b, 9-10.W.1.c, 9-10.W.1.d, 9-10.W.1.e)</p> <ol style="list-style-type: none"> 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. 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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. 	Medium Emphasis	<p>At grade 9 to 10 level, write arguments and informative pieces, including in science and social studies disciplines, that contain:</p> <ul style="list-style-type: none"> • An introduction with a clear topic or claim • Organization, including organizing concepts or claims and evidence, and responding to opposing views in arguments

Language, Level A Targets—CCR Level E (Cont.)

TOPIC/STANDARD (Cont.)	EMPHASIS	SUMMARY
Text Types and Purposes—25% (CCR Writing Anchors 1 and 2) (Cont.)		
<p>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. (9-10.W.2.a, 9-10.W.2.b, 9-10.W.2.c, 9-10.W.2.d, 9-10.W.2.e, 9-10.W.2.f)</p> <ol style="list-style-type: none"> 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. 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. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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). 	Low Emphasis	<ul style="list-style-type: none"> • Development with logical reasoning and evidence or facts and details • Transitions that create cohesion and clear relationships • Precise and appropriate language • A formal and appropriate style for the discipline • A conclusion

Language, Level A Targets—CCR Level E (Cont.)

TOPIC/STANDARD (Cont.)	EMPHASIS	SUMMARY
<p>Write arguments focused on discipline-specific content. (9-10.WHST.1.a, 9-10.WHST.1.b, 9-10.WHST.1.c, 9-10.WHST.1.d, 9-10.WHST.1.e)</p> <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. 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. 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. 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. 	High Emphasis	

Language, Level A Targets—CCR Level E (Cont.)

TOPIC/STANDARD (Cont.)	EMPHASIS	SUMMARY
<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (9-10.WHST.2.a, 9-10.WHST.2.b, 9-10.WHST.2.c, 9-10.WHST.2.d, 9-10.WHST.2.e, 9-10.WHST.2.f)</p> <ul style="list-style-type: none"> a. Introduce a topic and 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. 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. 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. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 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. 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>High Emphasis</p>	

Language, Level A Targets—CCR Level E (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Vocabulary Acquisition and Use—23% (CCR Language Anchors 4 and 6)		
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (11–12.L.4.a, 11–12.L.4.b, 11–12.L.4.c, 11–12.L.4.d)</p> <ul style="list-style-type: none"> 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). 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. 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). 	Medium Emphasis	<p>At grade 11 to 12 level:</p> <ul style="list-style-type: none"> • Define words using context, affixes, roots, patterns of word formation, and reference materials • Acquire and use new words and phrases
<p>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. (11–12.L.6)</p>	Medium Emphasis	

Mathematics

Progression

LEVEL	CONTENT	TABE ACADEMY 11/12
Level L	<p>Primary focus: Use and understand numbers up to 100, including addition and subtraction.</p> <p>Secondary focus: Shapes, measuring with units, and representing data.</p>	Not available at this level.
Level E	<p>Primary focus: Use and understand numbers up to 1000, including multiplication, division, and fraction basics</p> <p>Secondary focus: Shapes (including dividing shapes to show fractions), time, length, volume, mass, graphs, area, perimeter, and number lines</p>	<p>The focus of this level is on building foundational numeric skills, including:</p> <ul style="list-style-type: none"> • Understanding Whole Numbers • Whole Numbers and Operations <p>Measurement and data content at this level is in development.</p>
Level M	<p>Primary focus: Place value, fractions, decimals; multiplication, division, and factors; unknown quantities and equivalent expressions</p> <p>Secondary focus: Data including statistical questions, distribution, and graphing</p> <p>Tertiary focus: Geometry and measurement including unit conversion, surface area, volume, lines and angles, and coordinate planes</p>	<p>This level expands students' numeric skills, building understanding of non-whole numbers and introducing geometry, including:</p> <ul style="list-style-type: none"> • Decimals • Fractions, Rates, and Ratios • Two-Dimensional Geometry • Graphs and Charts • Measurement
Level D	<p>Primary focus: Rational and irrational numbers, coordinate planes, rates and ratios, expressions, equations, and functions</p> <p>Secondary focus: Statistics and probability, including scatter plots and data analysis</p> <p>Tertiary focus: Geometry, including congruence, similarity, circles, angles, and the Pythagorean Theorem</p>	<p>In this level, instruction focuses on algebraic concepts and more advanced understanding of numbers, as well as statistics and geometry, including:</p> <ul style="list-style-type: none"> • Fractions, Rates, and Ratios • Percents • Probability and Statistics • Graphs and Charts • Two-Dimensional Geometry • Introduction to Algebra • Inequalities
Level A	<p>Primary focus: Polynomials, quadratic equations, graphing, systems of equations, and linear and nonlinear functions</p> <p>Secondary focus: Statistics and probability, including box plots, histograms, frequency tables, interpreting data, and correlation and causation</p> <p>Tertiary focus: Geometry, including density problems, volume, congruence, and geometric definitions</p>	<p>This level primarily builds advanced algebra knowledge, as well as expanding geometry and statistics.</p> <ul style="list-style-type: none"> • Exponents and Roots • Three-Dimensional Geometry • Statistics • Functions • Quadratic Equations • Systems of Equations

Mathematics, Level L Targets—CCR Level A

TOPIC/STANDARD	EMPHASIS	SUMMARY
Number and Operations in Base Ten—40% (CCR Level A Number and Operations: Base Ten)		<p>At grade 1 level:</p> <ul style="list-style-type: none"> • Understand and compare two-digit numbers • Add and subtract within 100
<p>Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: (1.NBT.2.a, 1.NBT.2.b, 1.NBT.2.c)</p> <ul style="list-style-type: none"> 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). 	High Emphasis	
Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. (1.NBT.3)	High Emphasis	
Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. (1.NBT.4)	Low Emphasis	
Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. (1.NBT.5)	Medium Emphasis	
Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (1.NBT.6)	Medium Emphasis	

Mathematics, Level L Targets—CCR Level A (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Operations and Algebraic Thinking—38% (CCR Level A Operations and Algebraic Thinking)		<p><i>At grade 1 level, understand and apply fundamental concepts of addition and subtraction.</i></p>
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. (1.OA.2)	Low Emphasis	
Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) (1.OA.3)	High Emphasis	
Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. (1.OA.4)	Medium Emphasis	
Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). (1.OA.5)	Low Emphasis	
Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and 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.OA.6)	Medium Emphasis	
Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$. (1.OA.7)	High Emphasis	
Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \boxed{} - 3$, $6 + 6 = \boxed{}$. (1.OA.8)	Low Emphasis	

Mathematics, Level L Targets—CCR Level A (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Geometry—11% (CCR Level A Geometry)		At grade K to 1 level, analyze, compare, and combine two- and three-dimensional shapes.
Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (1.G.2)	Medium Emphasis	
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). (K.G.4)	Medium Emphasis	
Measurement and Data—11% (CCR Level A Measurement and Data)		At grade 1 level: • Understand and use units to measure • Organize and represent data
Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. (1.MD.2)	Low Emphasis	
Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (1.MD.4)	High Emphasis	

Mathematics, Level E Targets—CCR Level B

TOPIC/STANDARD	EMPHASIS	SUMMARY
Number and Operations in Base 10—28% (CCR Level B Number and Operations: Base 10)		<p>At grade 2 and 3 level expand knowledge of numbers to 100s, including:</p> <ul style="list-style-type: none"> • Rounding • Comparing • Fluently adding and subtracting, including adding multiple numbers • Reading and writing • Multiplying 1 through 9 by multiples of 10
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: (2.NBT.1.a, 2.NBT.1.b)	Low Emphasis	
<p>a. 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>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).</p>		
Use place value understanding to round whole numbers to the nearest 10 or 100. (3.NBT.1)	Medium Emphasis	
Count within 1000; skip-count by 5s, 10s, and 100s. (2.NBT.2)	Medium Emphasis	
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. (3.NBT.2)	Low Emphasis	
Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (2.NBT.3)	Low Emphasis	
Multiply one-digit whole numbers by multiples of 10 in the range 10 - 90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations. (3.NBT.3)	Medium Emphasis	
Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. (2.NBT.4)	Medium Emphasis	
Add up to four two-digit numbers using strategies based on place value and properties of operations. (2.NBT.6)	Medium Emphasis	
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. (2.NBT.7)	Medium Emphasis	

Mathematics, Level E Targets—CCR Level B (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Number and Operations—Fractions—12% (CCR Level B Number and Operations: Fractions)		<p>At grade 2 and 3 level:</p> <ul style="list-style-type: none"> • Understand fractions, including on a number line • Compare fractions and explain equivalent fractions
Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. (3.NF.1)	Medium Emphasis	
<p>Understand a fraction as a number on the number line; represent fractions on a number line diagram. (3.NF.2.a, 3.NF.2.b)</p> <ol style="list-style-type: none"> Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. 	Medium Emphasis	
<p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (3.NF.3.a, 3.NF.3.b, 3.NF.3.c, 3.NF.3.d)</p> <ol style="list-style-type: none"> Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. 	High Emphasis	

Mathematics, Level E Targets—CCR Level B (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Operations and Algebraic Thinking—22% (CCR Level B Operations and Algebraic Thinking)		<p>At grade 2 and 3 level, apply knowledge of numbers and the four operations to:</p> <ul style="list-style-type: none"> • Solve word problems • Understand what products and quotients represent • Determine unknown numbers • Multiply and divide • Identify patterns
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (2.OA.1)	Medium Emphasis	
Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 . (3.OA.1)	Medium Emphasis	
Interpret whole-number quotients of whole numbers, e.g., interpret $56/8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56/8$. (3.OA.2)	Low Emphasis	
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. (3.OA.3)	Low Emphasis	
Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = [box]/3$, $6 \times 6 = ?$. (3.OA.4)	Low Emphasis	
Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.) (3.OA.5)	Low Emphasis	
Understand division as an unknown-factor problem. For example, find $32/8$ by finding the number that makes 32 when multiplied by 8. (3.OA.6)	Medium Emphasis	

Mathematics, Level E Targets—CCR Level B (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40/5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. (3.OA.6)	Low Emphasis	
Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (3.OA.8)	Medium Emphasis	
Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. (3.OA.9)	Low Emphasis	
Geometry—10% (CCR Level B Geometry)		<p>At grade 2 and 3 level:</p> <ul style="list-style-type: none"> Recognize, draw, describe, and categorize shapes Divide shapes using partitions and understand the divisions as fractions
Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (2.G.1)	Medium Emphasis	
Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. (3.G.1)	Medium Emphasis	
Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $1/4$ of the area of the shape. (3.G.2)	Low Emphasis	
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 whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. (3.G.3)	Low Emphasis	

Mathematics, Level E Targets—CCR Level B (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Measurement and Data—28% (CCR Level B Measurement and Data)		<p>At grade 2 and 3 level:</p> <ul style="list-style-type: none"> • Tell, write, and solve addition and subtraction problems with time • Measure, estimate, compare, and solve problems with length, volume, and mass • Graph data and solve problems with picture, bar, and line graphs
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. (3.MD.1)	Medium Emphasis	
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. (2.MD.2)	Low Emphasis	
Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (3.MD.2)	Medium Emphasis	
Estimate lengths using units of inches, feet, centimeters, and meters. (2.MD.3)	Low Emphasis	
Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step how many more and how many less problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets. (3.MD.3)	Low Emphasis	
Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. (2.MD.4)	Low Emphasis	
Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units - whole numbers, halves, or quarters. (3.MD.4)	Low Emphasis	
Recognize area as an attribute of plane figures and understand concepts of area measurement. (3.MD.5.b) <ul style="list-style-type: none"> a. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. 	Low Emphasis	

Mathematics, Level E Targets—CCR Level B (Cont.)

TOPIC/STANDARD (Cont.)	EMPHASIS	SUMMARY
Measurement and Data—28% (CCR Level B Measurement and Data) (Cont.)		<ul style="list-style-type: none"> • understand and find area • Solve problems using perimeter • understand and use number lines
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. (2.MD.6)	Low Emphasis	
<p>Relate area to the operations of multiplication and addition. (3.MD.7.a, 3.MD.7.b, 3.MD.7.c, 3.MD.7.d)</p> <ul style="list-style-type: none"> 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. 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. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. 	High Emphasis	
Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. (3.MD.8)	Medium Emphasis	
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. (2.MD.10)	Low Emphasis	

Mathematics, Level M Targets—CCR Level C

TOPIC/STANDARD	EMPHASIS	SUMMARY
Number and Operations in Base Ten— 15% (CCR Level C Number and Operations: Base Ten)		<p>At grade 4 and 5 level:</p> <ul style="list-style-type: none"> • Understand and use place values, including rounding whole numbers and decimals • Read, write, and compare decimals to thousandths • Add, subtract, multiply, and divide whole numbers and decimals
Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division. (4.NBT.1)	Medium Emphasis	
Use place value understanding to round multi-digit whole numbers to any place. (4.NBT.3)	Low Emphasis	
Read, write, and compare decimals to thousandths. (5.NBT.3.a, 5.NBT.3.b) <ul style="list-style-type: none"> a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. 	Medium Emphasis	
Fluently add and subtract multi-digit whole numbers using the standard algorithm. (4.NBT.4)	Low Emphasis	
Use place value understanding to round decimals to any place. (5.NBT.4)	Low Emphasis	
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. (4.NBT.5)	Low Emphasis	
Fluently multiply multi-digit whole numbers using the standard algorithm. (5.NBT.5)	Low Emphasis	

Mathematics, Level M Targets—CCR Level C (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
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. (4.NBT.6)	Low Emphasis	
Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (5.NBT.7)	Low Emphasis	

Mathematics, Level M Targets—CCR Level C (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
The Number System—5% (CCR Level C The Number System)		<p>At grade 4 and 5 level:</p> <ul style="list-style-type: none"> • Divide multi-digit numbers and fractions, including solving word problems with fractions • Find greatest common factors and least common multiples
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. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi? (6.NS.1)	Low Emphasis	
Fluently divide multi-digit numbers using the standard algorithm (6.NS.2)	Medium Emphasis	
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, express $36 + 8$ as $4(9 + 2)$. (6.NS.4)	Low Emphasis	

Mathematics, Level M Targets—CCR Level C (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Number and Operations—Fractions—20% (CCR Level C Number and Operations: Fractions)		<p>At grade 4 and 5 level, understand and use fractions including:</p> <ul style="list-style-type: none"> • Equivalent fractions • Addition and subtraction, including word problems and mixed numbers • Multiplication and division, including word problems resulting in fractions and multiplying fractions by whole numbers • Comparing fractions to decimals
Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. (4.NF.1)	Low Emphasis	
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. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$. (5.NF.2)	Low Emphasis	
<p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. (4.NF.3.a, 4.NF.3.b, 4.NF.3.c, 4.NF.3.d)</p> <ol style="list-style-type: none"> Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. 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. 	Medium Emphasis	

Mathematics, Level M Targets—CCR Level C (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
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. For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? (5.NF.3)	Low Emphasis	
<p>Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. (4.NF.4.a, 4.NF.4.b, 4.NF.4.c)</p> <p>a. Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</p> <p>b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</p> <p>c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</p>	Medium Emphasis	
Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. (5.NF.4)	Medium Emphasis	

Mathematics, Level M Targets—CCR Level C (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
<p>Interpret multiplication as scaling (resizing), by: (5.NF.5.b)</p> <p>a. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.</p>	Low Emphasis	
<p>Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. (5.NF.6)</p>	Low Emphasis	
<p>Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model. (4.NF.7)</p>	Medium Emphasis	
<p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (5.NF.7.a, 5.NF.7.b, 5.NF.7.c)</p> <p>a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</p> <p>b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</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 $1/2$ lb of chocolate equally? How many $1/3$-cup servings are in 2 cups of raisins?</p>	Medium Emphasis	

Mathematics, Level M Targets—CCR Level C (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Ratios and Proportional Relationships—3% (CCR Level C Ratios and Proportional Relationship)		<p>At grade 6 level:</p> <ul style="list-style-type: none"> • understand a unit rate associated with a ratio
Understand the concept of a unit rate a/b associated with a ratio $a:b$ with b not equal to 0, and use rate language in the context of a ratio relationship. For example, this recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar. We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger. (6.RP.2)	Medium Emphasis	
Operations and Algebraic Thinking—10% (CCR Level C Operations and Algebraic Thinking)		<p>At grade 4 to 5 level, understand and use the four operations, including:</p> <ul style="list-style-type: none"> • Using parentheses, brackets, or braces • Solving word problems
Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. (4.OA.1)	Medium Emphasis	
Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. (5.OA.1)	Low Emphasis	
Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (4.OA.2)	Medium Emphasis	
Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (4.OA.3)	Low Emphasis	

Mathematics, Level M Targets—CCR Level C (Cont.)

TOPIC/STANDARD (Cont.)	EMPHASIS	SUMMARY
Operations and Algebraic Thinking—10% (CCR Level C Operations and Algebraic Thinking) (Cont.)		<ul style="list-style-type: none"> • Finding all factor pairs for a whole number • Generate a number or shape patterns
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. (4.OA.4)	Low Emphasis	
Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule Add 3 and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way. (4.OA.5)	Low Emphasis	

Mathematics, Level M Targets—CCR Level C (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Expressions and Equations—15% (CCR Level C Expressions and Equations)		<p>At grade 4 to 5 level, write, read, and use variables, expressions, equations, and inequalities, including:</p> <ul style="list-style-type: none"> • Representing and solving real-world problems • Representing and analyzing the relationship between two unknown quantities in a real-world problem
Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers. (6.EE.7)	Low Emphasis	
Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams. (6.EE.8)	Low Emphasis	
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. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time. (6.EE.9)	Low Emphasis	

Mathematics, Level M Targets—CCR Level C (Cont.)

TOPIC/STANDARD (Cont.)	EMPHASIS	SUMMARY
Expressions and Equations—15% (CCR Level C Expressions and Equations) (Cont.)		<ul style="list-style-type: none"> Identifying equivalent expressions and applying properties of operations to generate equivalent expressions
<p>Write, read, and evaluate expressions in which letters stand for numbers. (6.EE.2.a, 6.EE.2.b, 6.EE.2.c)</p> <ul style="list-style-type: none"> a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract y from 5” as $5 - y$. b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms. c. 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). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$. 	Low Emphasis	
<p>Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$. (6.EE.3)</p>	Low Emphasis	
<p>Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for. (6.EE.4)</p>	Low Emphasis	

Mathematics, Level M Targets—CCR Level C (Cont.)

TOPIC/STANDARD (Cont.)	EMPHASIS	SUMMARY
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)	Low Emphasis	
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. (6.EE.6)	Low Emphasis	
Geometry—10% (CCR Level C Geometry)		<p>At grade 4 and 5 level:</p> <ul style="list-style-type: none"> • Draw and understand points, lines, segments, rays, and angles • Define a coordinate system • Apply attributes of categories of geometric figures to subcategories
Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. (4.G.1)	Medium Emphasis	
Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.5.G., x-axis and x-coordinate, y-axis and y-coordinate). (5.G.1)	Low Emphasis	

Mathematics, Level M Targets—CCR Level C (Cont.)

TOPIC/STANDARD (Cont.)	EMPHASIS	SUMMARY
Geometry—10% (CCR Level C Geometry) (Cont.)		<ul style="list-style-type: none"> • Represent and find surface area of three-dimensional figures
Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. (5.G.3)	Low Emphasis	
Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. (6.G.4)	Low Emphasis	

Mathematics, Level M Targets—CCR Level C (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Measurement and Data—15% (CCR Level C Measurement and Data)		<p>At grade 4 and 5 level:</p> <ul style="list-style-type: none"> • Convert between units of measurement, including solving real-world problems • Display data (of measurements in fractions) and solve problems using line plots • Measure volume and solve volume problems • Understand, measure, and add or subtract angles
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.MD.1)	Medium Emphasis	
Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally. (5.MD.2)	Low Emphasis	
Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. (5.MD.4)	Low Emphasis	
<p>Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: (4.MD.5.b)</p> <p>a. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.</p>	Low Emphasis	

Mathematics, Level M Targets—CCR Level C (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
<p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. (5.MD.5.a, 5.MD.5.b, 5.MD.5.c)</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 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 $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</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>	Medium Emphasis	
<p>Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. (4.MD.6)</p>	Medium Emphasis	
<p>Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. (4.MD.7)</p>	Medium Emphasis	

Mathematics, Level M Targets—CCR Level C (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Statistics and Probability—5% (CCR Level C Statistics and Probability)		<p>At grade 6 level:</p> <ul style="list-style-type: none"> • Recognize statistical questions • Understand and describe distribution of data • Display data in dot plots, histograms, and box plots on a number line
Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, How old am I? is not a statistical question, but How old are the students in my school? is a statistical question because one anticipates variability in students' ages. (6.SP.1)	Medium Emphasis	
Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. (6.SP.2)	Low Emphasis	
Display numerical data in plots on a number line, including dot plots, histograms, and box plots. (6.SP.4)	Low Emphasis	

Mathematics, Level D Targets—CCR Level D

TOPIC/STANDARD	EMPHASIS	SUMMARY
The Number System—21% (CCR Level D The Number System)		<p>At grade 6 to 8 levels:</p> <ul style="list-style-type: none"> • Understand, use, and plot rational numbers, including real-world applications • Add, subtract, multiply, and divide rational numbers • Use a coordinate plane to graph and solve problems • Compare the size and estimate the value of irrational numbers
<p>Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (6.NS.5)</p>	Medium Emphasis	
<p>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. (6.NS.6.a, 6.NS.6.b, 6.NS.6.c)</p> <ol style="list-style-type: none"> Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite. 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. 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. 	Medium Emphasis	

Mathematics, Level D Targets—CCR Level D (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
<p>Understand ordering and absolute value of rational numbers. (6.NS.7.a, 6.NS.7.b, 6.NS.7.c, 6.NS.7.d)</p> <ul style="list-style-type: none"> a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C. c. 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. For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars. d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars. 	Medium Emphasis	
<p>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)</p>	Low Emphasis	

Mathematics, Level D Targets—CCR Level D (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
<p>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. (7.NS.1.a, 7.NS.1.b, 7.NS.1.c, 7.NS.1.d)</p> <ul style="list-style-type: none"> a. Describe situations in which opposite quantities combine to make 0. For example, if a check is written for the same amount as a deposit, made to the same checking account, the result is a zero increase or decrease in the account balance. b. Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. 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. c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. 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. d. Apply properties of operations as strategies to add and subtract rational numbers. 	High Emphasis	

Mathematics, Level D Targets—CCR Level D (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
<p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. (7.NS.2.a, 7.NS.2.b, 7.NS.2.c, 7.NS.2.d)</p> <ul style="list-style-type: none"> a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts. c. Apply properties of operations as strategies to multiply and divide rational numbers. 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>Medium Emphasis</p>	

Mathematics, Level D Targets—CCR Level D (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
<p>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. (6.RP.3a, 6.RP.3.b, 6.RP.3.c, 6.RP.3.d)</p> <ul style="list-style-type: none"> 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. b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? c. 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. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. 	High Emphasis	
<p>Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. (7.RP.3)</p>	Low Emphasis	

Mathematics, Level D Targets—CCR Level D (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Expressions and Equations—18% (CCR Level D Expressions and Equations)		<p>At grade 7 to 8 level:</p> <ul style="list-style-type: none"> • Use integer exponents to generate equivalent expressions and represent solutions to equations • Understand that rewriting an expression in different forms can illuminate a problem • Solve problems with positive and negative rational numbers
Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1 \div 3^3 = 1/27$. (8.EE.1)	Low Emphasis	
Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that increase by 5% is the same as multiply by 1.05. (7.EE.2)	Low Emphasis	
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)	Medium Emphasis	
Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $1/10$ of her salary an hour, or \$2.50, for a new salary of \$250. If you want to place a towel bar $9 \frac{3}{4}$ inches long in the center of a door that is $27 \frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation. (7.EE.3)	Low Emphasis	

Mathematics, Level D Targets—CCR Level D (Cont.)

TOPIC/STANDARD (Cont.)	EMPHASIS	SUMMARY
Expressions and Equations—18% (CCR Level D Expressions and Equations) (Cont.)		<ul style="list-style-type: none"> • Use scientific notation • Use variables, equations, and inequalities to represent and solve problems • Create and analyze graphs of linear equations • Analyze and solve pairs of linear equations with two variables
Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$250. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation. (7.EE.3)	Low Emphasis	
Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 , and determine that the world population is more than 20 times larger. (8.EE.3)	Low Emphasis	

Mathematics, Level D Targets—CCR Level D (Cont.)

TOPIC/STANDARD (Cont.)	EMPHASIS	SUMMARY
<p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (7.EE.4a, 7.EE.4.b)</p> <p>a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</p> <p>b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</p>	High Emphasis	
<p>Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed. (8.EE.5)</p>	Low Emphasis	

Mathematics, Level D Targets—CCR Level D (Cont.)

TOPIC/STANDARD (Cont.)	EMPHASIS	SUMMARY
<p>Analyze and solve pairs of simultaneous linear equations. (8.EE.8.a, 8.EE.8.b, 8.EE.8.c)</p> <ul style="list-style-type: none"> 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. b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6. c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair. 	Low Emphasis	

Mathematics, Level D Targets—CCR Level D (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Functions—11% (CCR Level D Functions)		<p>At grade 8 level:</p> <ul style="list-style-type: none"> • Interpret a linear equation in form $y = mx + b$ as a linear function and give examples of nonlinear functions • Construct and interpret a function to model a linear relationship • Describe a functional relationship by analyzing a graph
Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ 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. (8.F.3)	Low Emphasis	
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 (x, y) 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. (8.F.4)	Medium Emphasis	
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. (8.F.5)	High Emphasis	

Mathematics, Level D Targets—CCR Level D (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Geometry—15% (CCR Level D Geometry)		<p>At grade 7 to 8 level:</p> <ul style="list-style-type: none"> • Solve problems with geometric figures • Understand congruence and similarity • Find area and circumference of a circle • Solve problems using supplementary, complementary, vertical and adjacent angles.
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.G.1)	Low Emphasis	
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. (8.G.2)	Medium Emphasis	
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. (7.G.4)	Low Emphasis	
Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. (8.G.4)	Low Emphasis	

Mathematics, Level D Targets—CCR Level D (Cont.)

TOPIC/STANDARD (Cont.)	EMPHASIS	SUMMARY
Geometry—15% (CCR Level D Geometry) (Cont.)		<ul style="list-style-type: none"> • Solve area, volume, and surface area problems • Solve problems using the Pythagorean Theorem
Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. (7.G.5)	Low Emphasis	
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.G.6)	Low Emphasis	
Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. (8.G.7)	Low Emphasis	
Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. (8.G.8)	Low Emphasis	

Mathematics, Level D Targets—CCR Level D (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Statistics and Probability—22% (CCR Level D Statistics and Probability)		<p>At grade 6 to 8 level:</p> <ul style="list-style-type: none"> • Construct and interpret scatter plots, including understanding and finding a line of best fit or trend line • Use data from a random sample to draw inferences • Solve problems with data by using linear models
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.1)	Low Emphasis	
Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be. (7.SP.2)	Low Emphasis	
Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. (8.SP.2)	Low Emphasis	
Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height. (8.SP.3)	Low Emphasis	

Mathematics, Level D Targets—CCR Level D (Cont.)

TOPIC/STANDARD (Cont.)	EMPHASIS	SUMMARY
Statistics and Probability—22% (CCR Level D Statistics and Probability) (Cont.)		<ul style="list-style-type: none"> • Use measures of center and variability to compare two sets of data • Use frequencies to analyze data • Understand and use probability
Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book. (7.SP.4)	Medium Emphasis	
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. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores? (8.SP.4)	Low Emphasis	
Summarize numerical data sets in relation to their context, such as by: (6.SP.5.d) a. 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.	Low Emphasis	
Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. (7.SP.5)	Medium Emphasis	

Mathematics, Level D Targets—CCR Level D (Cont.)

TOPIC/STANDARD (Cont.)	EMPHASIS	SUMMARY
<p>Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. (7.SP.7.a, 7.SP.7.b)</p> <p>a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</p> <p>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</p>	Low Emphasis	
<p>Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. (7.SP.8.a, 7.SP.8.b)</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>	Medium Emphasis	

Mathematics, Level A Targets—CCR Level E

TOPIC/STANDARD	EMPHASIS	SUMMARY
Numbers and Quantity—13% (CCR Level E Number and Quantity: The Real Number System and Number and Quantity: Quantities)		<p>At the high school level:</p> <ul style="list-style-type: none"> • Rewrite expressions involving radicals and rational exponents • Choose, interpret, and use units and scale • Choose an appropriate level of accuracy to report measurements
Rewrite expressions involving radicals and rational exponents using the properties of exponents. (N.RN.2)	Medium Emphasis	
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. (N.Q.1)	High Emphasis	
Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (N.Q.3)	Low Emphasis	
Algebra—28% (CCR Level E Algebra: Seeing Structure in Expressions, Algebra: Arithmetic with Polynomials and Rational Expression, Algebra: Creating Equations, and Algebra: Reasoning with Equations and Inequalities)		<p>At the high school level:</p> <ul style="list-style-type: none"> • Use polynomial expressions and equations, including using and solving quadratic equations
Interpret parts of an expression, such as terms, factors, and coefficients. (A.SSE.1a)	Low Emphasis	
Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$. (A.SSE.2)	Low Emphasis	

Mathematics, Level A Targets—CCR Level E (Cont.)

TOPIC/STANDARD (Cont.)	EMPHASIS	SUMMARY
Algebra—28% (CCR Level E Algebra: Seeing Structure in Expressions, Algebra: Arithmetic with Polynomials and Rational Expression, Algebra: Creating Equations, and Algebra: Reasoning with Equations and Inequalities) (Cont.)		<ul style="list-style-type: none"> • Use one-variable equations and inequalities to solve problems • Create and graph two-variable equations to show relationships • Solve systems of linear equations
Factor a quadratic expression to reveal the zeros of the function it defines. (A.SSE.3a)	Low Emphasis	
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. (A.APR.1)	Medium Emphasis	
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. (A.CED.1)	Low Emphasis	
Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. (A.CED.2)	Low Emphasis	
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. (A.CED.3)	Medium Emphasis	
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. (A.REI.1)	Low Emphasis	
Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. (A.REI.3)	Low Emphasis	
Solve quadratic equations in one variable. (A.REI.4)	Low Emphasis	
Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. (A.REI.6)	Medium Emphasis	
Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). (A.REI.10)	High Emphasis	

Mathematics, Level A Targets—CCR Level E (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Functions—28% (CCR Level E Functions: Interpreting Functions, Functions: Building Functions, and Functions: Linear, Quadratic, and Exponential Models)		<p>At the high school level:</p> <ul style="list-style-type: none"> Understand, define, write, evaluate, compare, and graph functions Interpret features on graphs of functions, including rate of change
Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$. (F.IF.1)	Low Emphasis	
Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. (F.IF.2)	Medium Emphasis	
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. For example, for a quadratic function modeling a projectile in motion, interpret the intercepts and the vertex of the function in the context of the problem. (F.IF.4)	Medium Emphasis	
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. (F.IF.6)	Medium Emphasis	
Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. (F.IF.7)	High Emphasis	
Use properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in an exponential function and then classify it as representing exponential growth or decay. (F.IF.8b)	Low Emphasis	
Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change. (F.IF.9)	Low Emphasis	

Mathematics, Level A Targets—CCR Level E (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Write a function that describes a relationship between two quantities. (F.BF.1)	Low Emphasis	
Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. (F.LE.1c)	Low Emphasis	
Interpret the parameters in a linear or exponential function in terms of a context. (F.LE.5)	Low Emphasis	
Geometry—15% (CCR Level E Geometry: Congruence; Geometry: Similarity, Right Triangles, and Trigonometry; Geometry: Geometric Measurement and Dimension; and Geometry: Modeling with Geometry)		<p>At a high school level:</p> <ul style="list-style-type: none"> • Define geometric concepts • Use congruence and similarity in triangles to solve problems and prove relationships • Solve volume problems, including finding density based on area and volume
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. (G.CO.1)	Low Emphasis	
Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures. (G.SRT.5)	Medium Emphasis	
Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. (G.GMD.3)	High Emphasis	
Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). (G.MG.2)	Medium Emphasis	

Mathematics, Level A Targets—CCR Level E (Cont.)

TOPIC/STANDARD	EMPHASIS	SUMMARY
Statistics and Probability—16% (CCR Level E Statistics and Probability: Interpreting Categorical and Quantitative Data)		<p>At a high school level:</p> <ul style="list-style-type: none"> • Use dot plots, histograms, and box plots to represent data • Interpret and compare data based on shape, center, and spread • Use and interpret two-way frequency tables • Interpret slope and intercept of linear models • Distinguish between correlation and causation
Represent data with plots on the real number line (dot plots, histograms, and box plots). (S.ID.1)	Medium Emphasis	
Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). (S.ID.3)	Medium Emphasis	
Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. (S.ID.5)	Medium Emphasis	
Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. (S.ID.7)	Medium Emphasis	
Distinguish between correlation and causation. (S.ID.9)	Low Emphasis	

NRS LEVELS



What's New?

The TABE 11/12 levels are aligned with the new NRS descriptors as of March 2015, which are much more detailed than previous descriptors. The expanded descriptors of NRS levels closely align to the CCR standards, as shown below.

TABE Level	CCR Level	NRS Level
L	A	Beginning ABE Literacy
E	B	Beginning Basic Education
M	C	Low Intermediate Basic Education
D	D	High Intermediate Basic Education
A	E (9/10)	Low Adult Secondary Education
A	E (11/12)	High Adult Secondary Education

The new descriptors for reading and writing include separate descriptions of reading, writing, speaking, and language achievement, which reflect the CCR standards for language arts. Similarly, new descriptors for math call out the math strands covered by the CCR standards, as well as mathematical practices.

What It Means

The NRS level descriptors cover the fundamental CCR standards for the corresponding level, and so they also correspond well with the TABE targets for that level. While the relationship is not exact, the correlation is direct. The similarity between the NRS level descriptors and the CCR standards gives you a way to interpret the CCR standards and their emphasis for a student's learning level. It also means that you don't need to look separately at the NRS levels and the CCR standards. You can view them as a cohesive system that describes student learning for each level.

In the Classroom

Although the new NRS level descriptors are not comprehensive, they are much more extensive than the previous standards. Their structure and content emphasize the need to implement CCR standards in the adult ed classroom. They can help you identify specific standards to focus on in the classroom and where to expand teaching. The TABE targets are related to CCR standards in a similar way. Both NRS levels and TABE targets emphasize specific standards to a greater or lesser degree.

The NRS level descriptors give a clear summary of the student progression in knowledge and capability. They define generally the skills a student should display by the time they're ready to advance from the level, so they provide, like CCR and TABE, a set of curriculum targets. Because all three draw from the CCR standards, the CCR standards can be used as a core guide to develop curriculum.

If your classroom has already implemented CCR standards and/or the extended NRS level descriptors, it's already well prepared for the TABE 11/12 test. If not, the way forward is an examination of CCR standards and how they fit into each level of ABE instruction.

Learning Materials

NRS levels, and the TABE 11/12 test, give a way to organize students based on ability level. As with TABE 9/10, the TABE 11/12 is designed to measure students' achievement at a specific learning level. The difference is that TABE 11/12 is better aligned with the current NRS levels, which reflect the CCR standards for that level.

Reading Materials

Learning materials need to reflect the current definitions of levels. One aspect of this is choosing readings at the correct level of complexity and covering a breadth of material that exposes students to diverse subject matter. ***TABE Academy lessons contain over 70 reading passages, each with vocabulary resources, ranging in Flesch-Kincaid reading score from 3.0 to 11.4*** and ranging in subject matter from Frederick Douglass's famous "The Meaning of July Fourth for the Negro" to how hurricanes form in the ocean to Oscar Wilde's *The Picture of Dorian Gray*. Real-world passages are sourced from government and educational sources as well as classic literature. Passages that are specifically written for the lessons are often based on real-world sources of workplace and informational materials. A variety of passages at the appropriate reading level are available at each level of the program, from E through A.

Your classroom materials can be sourced and organized in a similar way. By gathering, measuring reading complexity, and organizing a variety of materials into levels, you can build a recurring resource for classroom reading. It does not have to be one massive research and rating session. Simply develop a system to retain and organize reading materials by level. An old-fashioned binder works for this, as does a folder system on your computer. Track the reading complexity and subject matter of each passage. Add to your materials as you develop new lessons.

Math Practices

Notice that NRS levels for mathematics include descriptions of student achievement in CCR math practices at each level. Although the math practices aren't included in the TABE 11/12 targets, they build the discipline and capabilities needed to master the standards that TABE 11/12 covers. The NRS descriptors add a dimension of level progression to the official CCR descriptions of math practices, and so they are useful in the math classroom to enhance instruction at each level. By noting the math practices that are reinforced in each lesson, you can assure that these themes are carried through your classroom instruction.

New NRS Level Examples

Following are two examples of the changes to NRS standards for language arts and math that demonstrate how the descriptors reflect the CCR standards and the TABE 11/12 targets. CCR standards codes and TABE target indicators are added to the new descriptor to show how the descriptors correspond to the CCR and TABE for that level.

Basic Reading and Writing. Beginning ABE Literacy

Old Descriptor

Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.

New Descriptor

Reading:

Individuals ready to exit the Beginning Literacy Level comprehend how print corresponds to spoken language and are able to demonstrate understanding of spoken words, syllables, and sound-letter relationships (phonetic patterns), including consonant digraphs and blends. In particular, students at this level are able to recognize and produce rhyming words (RF.K/1.2.a—

TABE L High), blend and segment onsets and rhymes (RF.K/1.2.d—TABE L High), isolate and pronounce initial, medial, and final sounds (RF.K/1.2.g), add or substitute individual sounds (RF.K/1.2.h), and blend and segment single syllable words (RF.K/1.2.d—TABE L High). They are able to decode two-syllable words following basic patterns (RF.K/1.3.h) as well as recognize common high frequency words by sight (RF.K/1.3.j). Individuals are able to read simple decodable texts with accuracy, appropriate rate, and expression (RF.K/1.4). They are able to determine the meaning of words and phrases in texts with clear and explicit context (Variation of RI.1.4—TABE L High).

Individuals ready to exit this level are able to determine main ideas, retell key details (RI.1.2—TABE L Medium), and ask and answer questions about key details in simple texts (RI/RI.1.1—TABE L High). Individuals are also able to use the illustrations in the text(s), whether print or digital, to describe its key ideas (e.g., maps, charts, photographs, cartoons) (RI.1.7—TABE L Low). They also are able to use text features, both print and digital, to locate key facts or information (RI.1.5—TABE L Medium). When listening to text above their current independent reading level, they are able to identify the reasons an author gives to support points in a text (RI.1.8—TABE L Low), describe the connections between ideas within a text (RI.1.3—TABE L Medium), and examine the basic similarities in and differences between two texts on the same topic (RI.1.9).

Writing:

Individuals ready to exit the Beginning Literacy Level are able to write basic sight words and familiar words and phrases as they compose simple sentences or phrases. This includes writing simple informative texts in which they supply some facts about a topic (W.1.2) and narratives that include some details regarding what happened (W.1.3). They use simple transition and temporal words to signal event order (e.g., so, and, because, when, next, finally) (W.1.3). With support, they are able to gather and use information from provided sources, both print and digital, to answer a simple research question (W.1.8).

Speaking and Listening:

Individuals ready to exit this level are able to participate in conversations of short duration, collaborating with diverse partners and groups, while respecting individual differences. This includes following agreed upon rules for discussion and responding to the comments of others through multiple exchanges (SL.1.1). Individuals are able to describe people, places, things, and events with relevant details, producing complete sentences when appropriate to task and situation (SL.1.4). They can discuss what they have heard read aloud and ask and answer questions about it (SL.K.2).

Language:

When writing and speaking, individuals ready to exit this level are able to correctly use frequently occurring nouns, verbs (past, present, and future), adjectives, pronouns, prepositions and conjunctions (L.K/I.1.b–h, j—TABE L Medium K/High I). When writing sentences individuals correctly use capitalization, ending punctuation, and commas in dates and to separate single words in a series (L.K/I.2.a–e—TABE L Low K/High I). They are able to spell words with common patterns and frequently occurring irregular words. Other words they spell phonetically (L.K/I.2.g–i). In response to prompts, they are able to produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences orally (L.K/I.1.i, *specifying orally*). Individuals are able to determine the meaning of unknown and multiple-meaning words, by applying their knowledge of frequently occurring roots and affixes, as well as sentence-level context (L.I.4—TABE L High). They are able to distinguish shades of meaning among verbs (e.g., look, glance, stare, glare) and adjectives differing in intensity (e.g., large, gigantic) by choosing them or acting out their meanings (L.I.5.d—TABE L High).

Numeracy Skills, Beginning ABE Literacy**Old Descriptor**

Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.

New Descriptor**The Mathematical Practices:**

Students prepared to exit this level are able to decipher a simple problem presented in a context and reason about and apply correct units to the results (MP.1). They can visualize a situation using manipulatives or drawings and explain their processes and results using mathematical terms and symbols appropriate for the level (MP.2). They recognize errors in the work and reasoning of others (MP.3). They are able to strategically select and use appropriate tools to aid in their work, such as pencil/paper, measuring devices, and/or manipulatives (MP.5). They can see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently (MP.7). (The Mathematical Practices section define in detail how students of different levels implement the CCR Standards for Mathematical Practice.)

Number Sense and Operations:

Students prepared to exit this level have an understanding of whole number place value for tens and ones and are able to use their understanding of place value to compare two-digit numbers (I.NBT.2–3—TABE L High). They are able to add whole numbers within 100 and explain their

reasoning, e.g., using concrete models or drawings and strategies based on place value and/or properties of operations (**1.NBT.4—TABE L Low**). They are able to apply their knowledge of whole number addition and subtraction to represent and solve word problems that call for addition of three whole numbers whose sum is less than 20 by using such problem-solving tools as objects, drawings, and/or simple equations.

Algebraic Thinking: Students prepared to exit this level understand and apply the properties of operations to addition and subtraction problems. They understand the relationship between the two operations and can determine the unknown number in addition or subtraction equations (**1.OA.2–8—TABE L High 3, 7/Medium 4, 6/Low 2, 5, 8**).

Geometry and Measurement: Students prepared to exit this level can analyze and compare 2-dimensional and 3-dimensional shapes based on their attributes, such as their shape, size, orientation, the number of sides and/or vertices (angles), or the lengths of their sides (**K.G.4—TABE L Medium**). They can reason with two-dimensional shapes (e.g., quadrilaterals and half- and quarter-circles) and with three-dimensional shapes (e.g., right prisms, cones, and cylinders) to create composite shapes (**1.G.2—TABE L Medium**). They are able to measure the length of an object as a whole number of units, which are not necessarily standard units, for example measuring the length of a pencil using a paper clip as the length unit (**1.MD.2—TABE L Low**).

Data Analysis: Students prepared to exit this level are able to organize, represent, and interpret simple data sets (e.g., lists of numbers, shapes, or items) using up to three categories. They can answer basic questions related to the total number of data points in a set and the number of data points in each category, and can compare the number of data points in the different categories. (**1.MD.4—TABE L High**)

Algebraic Thinking:

Students prepared to exit this level understand and apply the properties of operations to addition and subtraction problems. They understand the relationship between the two operations and can determine the unknown number in addition or subtraction equations (**1.OA.2–8—TABE L High 3, 7/Medium 4, 6/Low 2, 5, 8**).

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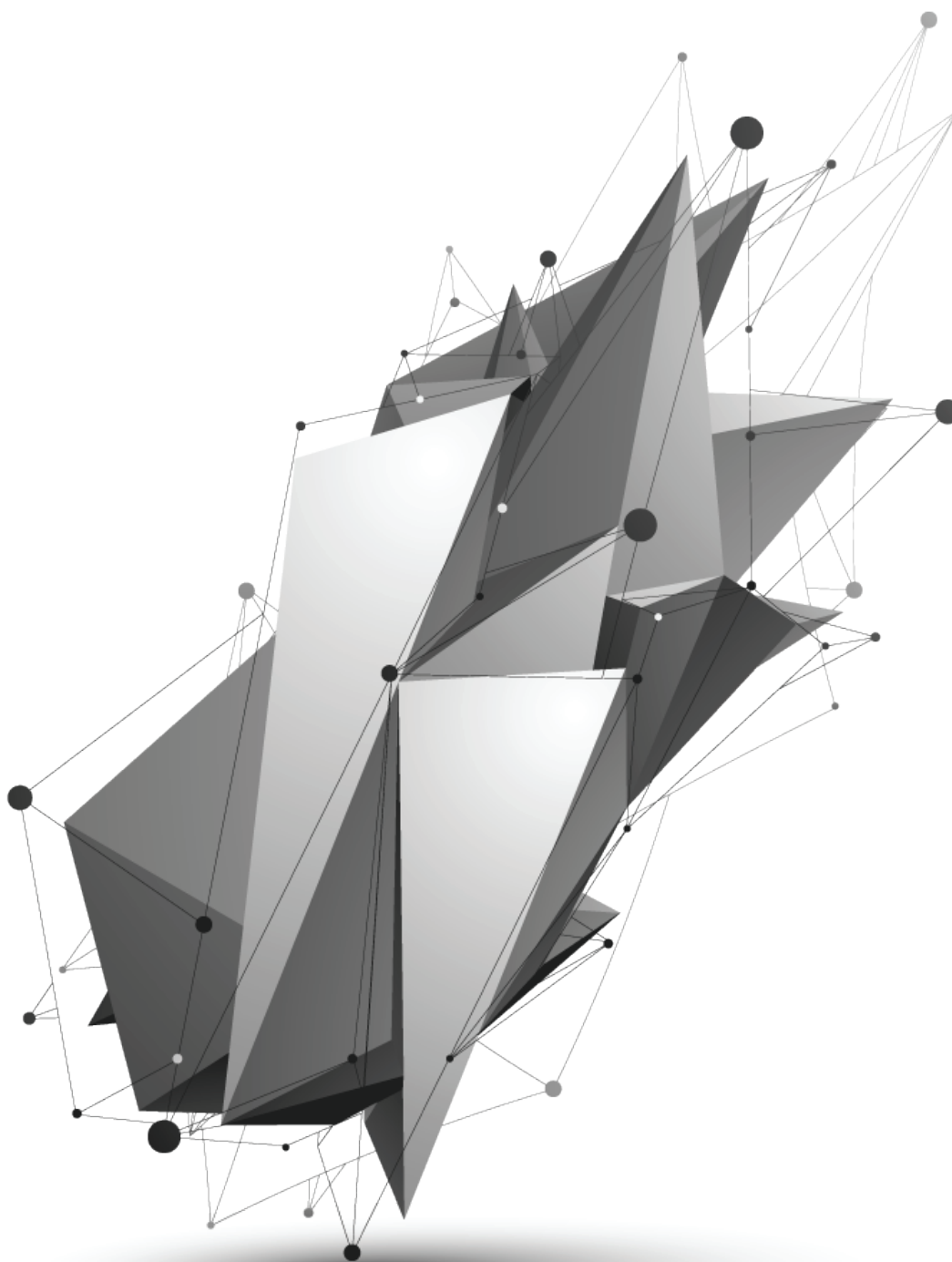
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