| **Test Content Categories** | **How well do I know the content?  (scale 1–5)** | **What resources do I have/need for this content?** | **Where can I find the resources I need?** | **Dates I will study this content** | **Date completed** |
| --- | --- | --- | --- | --- | --- |
| 1. Reading and Language Arts |  |  |  |  |  |
| 1. **Foundational Skills** |  |  |  |  |  |
| * + 1. Print concepts, understands features of print |  |  |  |  |  |
| a. Demonstrates knowledge that written words communicate a message, words are separated by spaces, text is written in a particular direction, and sentences have distinguishing features (e.g., capitalization and punctuation) |  |  |  |  |  |
| b. Differentiates between the pictures and the printed words on a page |  |  |  |  |  |
| 2. Alphabetic Principle, understands that print is a representation of sound in spoken words |  |  |  |  |  |
| a. Identifies the alphabet’s uppercase and lowercase letter names, letter shapes, and corresponding sounds |  |  |  |  |  |
| b. Demonstrates understanding that the individual phonemes (the smallest units of sound) they hear in words are represented by graphemes (the alphabetic letters) and that those letter-sound relationships can be analyzed and synthesized in the decoding and encoding process |  |  |  |  |  |
| 3. Phonological Awareness, understands that words are made up of sounds |  |  |  |  |  |
| a. Demonstrates understanding that speech is composed of various phonological units that vary in size (from phonemes to morphemes and from syllables to words) |  |  |  |  |  |
| b. Detects and manipulates speech sounds at four levels: • parts of compound words (e.g., cow-boy)  • syllables  • onset-rime (onset = beginning sound, e.g., /b/ in “ball”; rime = the vowel and everything after it, e.g., /all/)  • phonemes (e.g., /b/, /a/, /t/) |  |  |  |  |  |
| 4. Phonics and Word Recognition, understands how to decode unfamiliar words using grade-appropriate phonics and word analysis skills |  |  |  |  |  |
| a. Pronounces unfamiliar words by systematically applying knowledge of letter-sound correspondences and orthographic patterns and by making word analogies (e.g., “bolt” sounds like “colt” but starts with /b/) |  |  |  |  |  |
| b. Accurately reads multisyllabic words in and out of context by breaking words into syllables, identifying affixes (i.e., prefixes and suffixes), and using strategies such as word analogy |  |  |  |  |  |
| c. Identifies grade-appropriate, high-frequency words by sight |  |  |  |  |  |
| 5. Fluency, understands how to read text orally and silently with accuracy and automaticity for text comprehension |  |  |  |  |  |
| a. Reads grade-level text with accuracy, at an appropriate rate, and with prosody (i.e., resembling natural speech in stress, pitch, phrasing, intonation, and timing) |  |  |  |  |  |
| b. Uses context to confirm or  self-correct for word recognition and understanding, rereading words and phrases when necessary |  |  |  |  |  |
| c. Demonstrates sufficient stamina to finish a reading task |  |  |  |  |  |
| **B. Language** |  |  |  |  |  |
| 1. Conventions of Standard Academic English, knows the academic English—including grammar, capitalization, punctuation, and spelling—that characterizes both oral discourse and a wide range of texts (in addition to having competence in a first language and/or dialect) |  |  |  |  |  |
| a. Applies knowledge of the structural rules that govern clauses, phrases, and words, which include conventional use of word tense, parts of speech (e.g., nouns, verbs, and adjectives), subject-verb agreement, and correlative conjunctions (e.g., “either/or” and “neither/nor”) |  |  |  |  |  |
| b. Follows capitalization and punctuation conventions, including capitalization of words in titles, appropriate use of commas, and use of underlining, quotation marks, or italics to indicate titles of works |  |  |  |  |  |
| c. Produces simple, compound, and complex sentences |  |  |  |  |  |
| d. Spells grade-appropriate, irregularly spelled words by applying conventional knowledge of alphabetic spelling, common orthographic patterns, syllables and affixes, and derivational suffixes (e.g., “compete” versus “competition”) |  |  |  |  |  |
| **C. Vocabulary** |  |  |  |  |  |
| 1. Comprehensively understands a wide variety of words, as shown through listening, speaking, reading, and writing |  |  |  |  |  |
| a. Demonstrates knowledge of the denotative meanings and the uses of academic words, domain-specific vocabulary, and words central to understanding and writing about topics being studied and demonstrates knowledge of the connotative meanings represented through figurative and idiomatic language |  |  |  |  |  |
| b. Takes an active role in analyzing and determining the meanings of unfamiliar words or new uses of familiar words by using key strategies to aid in pronunciation, meaning making, and word usage • clarifies the meaning of an unknown word through context clues, using knowledge of words parts (e.g., affixes and roots)  • makes word associations (e.g., antonyms/synonyms and cognates) and utilizes external resources (e.g., dictionaries and knowledge of peers) |  |  |  |  |  |
| **D. Forms and Functions of Language** |  |  |  |  |  |
| Understands how language and its conventions affect meaning; this understanding supports comprehension (reading and listening) and making effective choices for meaning and style in speaking and writing |  |  |  |  |  |
| a. Discerns the appropriate level of formal language use across various contexts and analyzes the use of English dialects and registers within and across texts |  |  |  |  |  |
| b. Reaches beyond conventional appropriateness in speaking and writing and selects words, phrases, and punctuation for effect and precision |  |  |  |  |  |
| c. Makes choices about how to expand, reduce, and combine sentences in order to infuse writing with meaning, interest, and style |  |  |  |  |  |
| **E. Constructing Meaning** |  |  |  |  |  |
| 1. Key Ideas and Details, understands how to read closely to determine what a text says explicitly, to make logical inferences, and to cite specific textual evidence in support of conclusions |  |  |  |  |  |
| a. Asks and answers questions to demonstrate understanding of a text and refers to the text to support answers |  |  |  |  |  |
| b. Determines central ideas or themes in a text and summarizes/paraphrases  the key supporting details, evidence, and ideas |  |  |  |  |  |
| c. Recounts stories, determines a central message, lesson, or moral and explains how those elements are supported by key details from the text |  |  |  |  |  |
| d. Identifies relationships within a text between characters/individuals, settings, events, ideas, or concepts based on specific text information, such as through determining a connection between a theme and a series of events or understanding how characters respond to challenges differently |  |  |  |  |  |
| 2. Author’s Craft and Text Structure Knows about the language of written texts as a matter of craft |  |  |  |  |  |
| a. Analyzes how printed language (such as specific word choice) is used to convey meaning and tone |  |  |  |  |  |
| b. Describes the overall structure of a text (e.g., cause/effect, problem/solution, and sequence), including how parts of a text (e.g., paragraphs, chapters, scenes, and stanzas) relate to one another |  |  |  |  |  |
| c. Uses text features (e.g., captions, tables of contents, and diagrams) to locate relevant information efficiently and to support comprehension of a text |  |  |  |  |  |
| d. Analyzes craft and structure across texts (e.g., in narrative texts, by comparing how authors convey point of view differently for the same event or topic or, in informational texts, by comparing how authors convey the structure of an argument) |  |  |  |  |  |
| 3. Integration and Application of Knowledge Knows how to integrate and evaluate information and ideas across various texts, formats, and media |  |  |  |  |  |
| a. Understands and critiques the validity of arguments, evaluates the validity of reasoning and the relevance and sufficiency of evidence, and identifies the relationship between evidence and reasoning and a claim |  |  |  |  |  |
| b. Integrates information across multiple texts in order to synthesize it, compare different author approaches or ideas, or analyze how various formats contribute to meaning, tone, or beauty of text |  |  |  |  |  |
| c. Applies information and ideas to new contexts and problems and integrates information in order to write or speak about a subject knowledgeably |  |  |  |  |  |
| d. Tells how illustrations and other visual representations within a text support reader understanding |  |  |  |  |  |
| 4. Text Types, knows about different text types (e.g., narrative genres, procedural genres, and persuasive genres) and the conventional structures for organizing texts that are related to unique purposes |  |  |  |  |  |
| a. Demonstrates knowledge of typical elements of different genres (e.g., narrator, dialogue, description, quotations, concrete facts and details, and examples) |  |  |  |  |  |
| b. Uses transitional words, phrases, and clauses to link ideas (e.g., “first,” “next,” “then”; “consequently”; and “specifically”) across all text types |  |  |  |  |  |
| c. Uses text structures (e.g., cause/effect, problem/solution, and sequence) for different purposes |  |  |  |  |  |
| d. Uses formats for introducing, sequencing, and concluding all types of texts |  |  |  |  |  |
| e. Writes narratives that communicate real or imagined experiences or events using techniques such as sensory and descriptive details and clear event sequencing through a narrator, dialogue, and description |  |  |  |  |  |
| f. Writes expository texts with a clear introduction to the topic and with supporting facts and concrete details logically grouped and organized |  |  |  |  |  |
| 5. Production of Written Texts, knows how to produce effective writing |  |  |  |  |  |
| a. Produces clear and coherent writing by adapting the organization and style of written information to the audience, task, and purpose |  |  |  |  |  |
| b. Takes a piece of written work through the stages of the writing process (e.g., planning, drafting, revising) and produces first-draft, on-demand, and extended writing |  |  |  |  |  |
| 6. Research to Build and Present Knowledge, knows how to conduct research to gather relevant information associated with a question, topic, or other form of inquiry |  |  |  |  |  |
| a. Locates, selects, gathers, recalls, categorizes, and possibly reorganizes relevant information from different text types to support analysis |  |  |  |  |  |
| b. Analyzes and reflects on evidence found in narrative texts (e.g., by comparing and contrasting characters, settings, and events) and in informational texts (e.g., by explaining how an author uses reasons and evidence to support particular points and by identifying the corresponding reasons and evidence) |  |  |  |  |  |
| c. Determines the credibility, accuracy, and biases of sources |  |  |  |  |  |
| 7. Discussion and Collaboration, knows how to prepare for and participate in a range of conversations and collaborations with diverse partners in a variety of contexts |  |  |  |  |  |
| a. Uses social knowledge of discourse conventions to communicate clearly and persuasively • knows how to enter and hold a conversation (e.g., through taking turns, acknowledging others’ comments, clarifying information, and building on others’ ideas) • knows how to be considerate and respectful of others |  |  |  |  |  |
| b. Utilizes group discussions to build knowledge and comprehension |  |  |  |  |  |
| c. Asks and answers questions to seek help, gather additional information, or gain a deeper understanding |  |  |  |  |  |
| d. Paraphrases and summarizes a text or speaker’s main points, reasons, and evidence |  |  |  |  |  |
| e. Expresses ideas and feelings and builds on the ideas of others clearly and persuasively |  |  |  |  |  |
| f. Integrates and evaluates information by posing and responding to discussion questions and by explaining how evidence, reasoning, and point of view are connected to another’s claim |  |  |  |  |  |
| g. Regulates interpretation of texts or sources of information by reflecting on and evaluating others’ perspectives |  |  |  |  |  |
| 8. Presentation of Knowledge and Idea, knows how to organize and present information in a style appropriate for the audience and purpose |  |  |  |  |  |
| a. Sequences ideas logically |  |  |  |  |  |
| b. Uses appropriate facts and relevant descriptive details to support main ideas |  |  |  |  |  |
| c. Establishes a line of reasoning and organization |  |  |  |  |  |
| d. Speaks clearly and at an understandable pace |  |  |  |  |  |
| e. Adopts a speaking style, register, and dialect appropriate for the given context |  |  |  |  |  |
| f. Uses digital and visual media displays strategically to enhance expression and comprehensibility of ideas |  |  |  |  |  |
| II. Social Studies |  |  |  |  |  |
| **A. History** |  |  |  |  |  |
| 1. Understands the concept of chronology |  |  |  |  |  |
| 2. Understands how various sources provide information about the past and present |  |  |  |  |  |
| 3. Understands the contributions of classical civilizations such as China, Africa, Egypt, Greece, and Rome |  |  |  |  |  |
| 4. Understands the characteristics of indigenous peoples in North America before European exploration |  |  |  |  |  |
| 5. Understands the causes and effects of European exploration and the colonization of North America |  |  |  |  |  |
| 6. Understands how conflict between the American colonies and Great Britain led to American independence |  |  |  |  |  |
| 7. Understands the development of the United States government |  |  |  |  |  |
| 8. Understands political, economic, and social changes that occurred in the United States during the nineteenth century |  |  |  |  |  |
| 9. Understands important developments in the United States during the twentieth and twenty-first centuries |  |  |  |  |  |
| **B. Government and Citizenship** |  |  |  |  |  |
| 1. Understands the concepts of family and community |  |  |  |  |  |
| 2. Understands the purposes and functions of government |  |  |  |  |  |
| 3. Understands the various levels of government |  |  |  |  |  |
| 4. Understands the various forms of government |  |  |  |  |  |
| 5. Understands important ideas in the Declaration of Independence and in the Constitution, including the Bill of Rights |  |  |  |  |  |
| 6. Understands the characteristics of responsible citizenship (e.g., voting, civic duties) |  |  |  |  |  |
| **C. Human and Physical Geography** |  |  |  |  |  |
| 1. Understands the concepts of location, distance, and direction |  |  |  |  |  |
| 2. Understands physical characteristics of place and how they affect human activities and settlement patterns |  |  |  |  |  |
| 3. Understands human characteristics of place and how humans adapt to variations in the physical environment |  |  |  |  |  |
| 4. Understands similarities and differences between and among people |  |  |  |  |  |
| **D. Economics** |  |  |  |  |  |
| 1. Understands how human needs are met |  |  |  |  |  |
| 2. Understands the concepts of goods and services and the roles of producers and consumers |  |  |  |  |  |
| 3. Understands the purposes of earning, spending, and saving money |  |  |  |  |  |
| 4. Understands the concept of supply and demand |  |  |  |  |  |
| 5. Understands types of economies (e.g., command, market, etc.) |  |  |  |  |  |
| I. Mathematics |  |  |  |  |  |
| **A. Counting and Operations with Whole Numbers** |  |  |  |  |  |
| 1. Counting |  |  |  |  |  |
| a. Counts and skip counts whole numbers between 0 and 1,000 |  |  |  |  |  |
| b. Connects counting to cardinality |  |  |  |  |  |
| 2. Operations with Whole Numbers |  |  |  |  |  |
| a. Demonstrates understanding of representations of addition, subtraction, multiplication, and division (including objects such as manipulatives, drawings, and diagrams), and relates these representations of operations to expressions and equations |  |  |  |  |  |
| b. Solves mathematical and real-world problems involving the four operations, including solving problems by using properties of operations and Determine the Reasonableness of Results within the context of a given problem |  |  |  |  |  |
| c. Identifies properties of operations (e.g., commutative, associative, distributive) and uses them to solve abstract and real-world problems |  |  |  |  |  |
| d. Knows how to use basic concepts of number theory, including prime and composite numbers, factors and multiples. |  |  |  |  |  |
| **B. Place Value and Decimals** |  |  |  |  |  |
| 1. Place Value and Decimals |  |  |  |  |  |
| a. Demonstrates a conceptual understanding of the value of the digits in a number |  |  |  |  |  |
| b. Compares multidigit and decimal numbers |  |  |  |  |  |
| c. Compares, orders, and classifies rational numbers, presented in different representations. |  |  |  |  |  |
| d. Rounds multidigit and decimal numbers |  |  |  |  |  |
| e. Composes and decomposes multidigit numbers into groupings, and understands why grouping and ungrouping are helpful in performing operations on multidigit and decimal numbers |  |  |  |  |  |
| f. Uses drawings and objects such as manipulatives to represent place value, relating these drawings and objects to numerical equations and written descriptions |  |  |  |  |  |
| **C. Fractions, Operations with Fractions, and Ratios** |  |  |  |  |  |
| 1. Fractions and Operations with Fractions |  |  |  |  |  |
| a. Demonstrates understanding of fractions as part-whole relationships, as multiples of unit fractions, as numbers, and as ratios, moving back and forth flexibly among these conceptualizations |  |  |  |  |  |
| b. Demonstrates understanding of equipartitioning, and that it is a building block for understanding fractions as part-whole relationships |  |  |  |  |  |
| c. Demonstrates understanding of fraction equivalence |  |  |  |  |  |
| d. Uses a variety of strategies for comparing fractions to other fractions or decimals numbers, where there are two or more numbers being compared. |  |  |  |  |  |
| e. Performs operations such  as addition, subtraction, multiplication, and division with fractions as well as with fractions and whole numbers, understanding and using different strategies for these operations, and building intuition about how the operations work (e.g., recognizing that multiplying a whole number by a fraction that is less than one makes the product smaller) |  |  |  |  |  |
| 2. Ratios, Proportions, and Percents |  |  |  |  |  |
| a. Understands and applies concept of ratios and unit rates to describe relationships between two quantities and solve problems. |  |  |  |  |  |
| b. Uses proportional relationships and percents to solve ratio and percent problems |  |  |  |  |  |
| **D. Early Equations and Expressions, Measurement, and Geometry** |  |  |  |  |  |
| 1. Early Equations and Expressions |  |  |  |  |  |
| a. Demonstrates understanding of what it means for algebraic terms, expressions, and equations to be considered equivalent, how the equal sign is used to represent relational equivalence, and that equations maintain their equivalence status under certain algebraic manipulations |  |  |  |  |  |
| b. Determines whether equations are true, identifies the missing values that would make them true, solves equations using the four operations, and solves relational statements by substitution |  |  |  |  |  |
| c. Follows the standard order of operations (including the use of parentheses and the distributive property of multiplication over addition) and uses properties of operations to evaluate and manipulate algebraic expressions, equations, and formulas |  |  |  |  |  |
| d. Demonstrates awareness of different interpretations of the word “variable,” including the ideas of quantities that are unknown, which underlies understanding of solving equations, and quantities that vary, which can be connected to patterns and will support later understanding of functional relationships |  |  |  |  |  |
| e. Uses the less-than and greater-than relational symbols (<, >) to compare quantities |  |  |  |  |  |
| 2. Measurement |  |  |  |  |  |
| a. Recognizes which attributes of objects are measurable and uses common measurable attributes to compare two objects. |  |  |  |  |  |
| b. Chooses appropriate measurement tools and units of measurement to take measurements |  |  |  |  |  |
| c. Calculates and estimates perimeter, area, volume, and measurements of angles in mathematical and real-world problems, including composed shapes. |  |  |  |  |  |
| d. Knows relative sizes of the US customary units and metric units and converts units within each system. |  |  |  |  |  |
| e. Knows how to represent and interpret data presented in various displays. |  |  |  |  |  |
| 3. Geometry |  |  |  |  |  |
| a. Demonstrates understanding of shapes and their attributes |  |  |  |  |  |
| b. Demonstrates understanding of lines, line segments, rays, and angles in two-dimensional figures |  |  |  |  |  |
| c. Identifies and classifies two-dimensional and three-dimensional figures and classifies two-dimensional figures based on properties |  |  |  |  |  |
| d. Knows the components of the coordinate plane and how to graph ordered pairs on the plane |  |  |  |  |  |
| II. Science |  |  |  |  |  |
| **A. Earth and Space Sciences** |  |  |  |  |  |
| 1. Earth’s Place in the Universe |  |  |  |  |  |
| a. Motion of the Earth, Moon, Sun and stars (e.g., Earth’s rotation on its axis, Earth’s orbit around the Sun) |  |  |  |  |  |
| b. Observable changes in the length and direction of daily shadows, the amount of daylight throughout the year and the seasonal appearance of some stars in the night sky |  |  |  |  |  |
| 2. Earth Systems |  |  |  |  |  |
| a. Earth Materials and Systems • Evidence of change in rock formations and fossils in rock layers  • Effects of weathering or the rate of erosion by water, ice, wind, or vegetation  • Interaction(s) of the geosphere, biosphere, hydrosphere, and/or atmosphere  • Distribution of water on Earth including the percentages of salt water and freshwater in various reservoirs  • Basic patterns of features shown on maps (e.g., mountains, volcanoes, ocean trenches)  • Local weather conditions and typical conditions expected during a season  • Climates in different regions of the world |  |  |  |  |  |
| b. Earth and Human Activity • Relationship between the needs of plants and animals (including humans) and the places they live  • Natural hazards (e.g., flooding, earthquakes, fire)  • Environmental impact of human activity (e.g., the use of renewable and nonrenewable energy sources)  • Use of science ideas to protect Earth’s resources and environment |  |  |  |  |  |
| **B. Life Sciences** |  |  |  |  |  |
| 1. Organisms |  |  |  |  |  |
| a. Structures and Processes • How plants and animals use internal and external structures for survival, growth, reproduction, and processing information |  |  |  |  |  |
| b. Growth and Development • Unique life cycles of plants and animals with common stages (birth, growth, reproduction, death)  • Behavior of parents and offspring that help offspring survive (e.g., forming groups)  • Traits inherited from parents versus those traits influenced by the environment  • Trait variations that help an organism to survive, find a mate, and reproduce in a particular environment |  |  |  |  |  |
| 2. Ecosystems |  |  |  |  |  |
| a. Interdependent Relationships and Environmental Change • Models depicting the movement of matter/energy among plants, animals, decomposers, and the environment (e.g., food webs, energy pyramids)  • Methods of seed dispersal and pollination  • Impact of environmental change on the plants and animals within an ecosystem |  |  |  |  |  |
| b. Matter and Energy Flow • Survival needs of plants and animals (including humans)  • Sun’s role as the original source of energy in animals’ food |  |  |  |  |  |
| **C. Physical Sciences** |  |  |  |  |  |
| 1. Matter and Interactions |  |  |  |  |  |
| a. Structure and Properties of Matter • Understanding that all matter consists of particles too small to be seen  • Physical properties of matter (e.g., mass, volume, color, texture, hardness)  • Identification of materials based on their properties |  |  |  |  |  |
| b. Physical and Chemical Changes • Changes (reversible and irreversible) resulting from heating, cooling, or mixing substances  • Understanding that the total mass of matter always stays the same when undergoing a physical or chemical change  • Determining whether the mixing of two or more substances results in a new substance |  |  |  |  |  |
| 2. Forces, Energy, and Waves |  |  |  |  |  |
| a. Forces and Motion • Effects of push and pull forces (balanced and unbalanced) on the motion of an object  • Using an object’s motion to predict the future motion of an object  • Electric or magnetic forces between two objects (e.g., attraction/repulsion)  • Earth’s gravitational force exerted on objects in a downward direction |  |  |  |  |  |
| b. Energy and Waves • Conservation of energy  • Relationship between the speed and energy of an object  • Transfer of energy from place to place by sound, light, heat, and electric currents  • Changes in energy that occur when objects collide  • Simple diagrams or models of how light, water, and sound waves behave (includes properties such as wavelength, pitch, amplitude, vibration) |  |  |  |  |  |