

Shelby County Schools
Department of Exceptional Children
Prioritized Standards

Common Core State Standards, Common Core Connectors and Essential Understanding for ELA K-8th Grade



Adapted from the NCSC guide located at:
<https://wiki.ncscpartners.org>

Shelby County Schools Prioritized English Language Arts CCCs, and Essential Understandings: Grade K

Standards for ELA	CCSS	CCCs	Essential Understandings
Literature	RL.K.1 With prompting and support, ask and answer questions about key details in a text.	K.RL.e2 With prompting and support answer questions about key details in a story.	Identify the problem and solution of a story.
	RL.K.2 With prompting and support, retell familiar stories, including key details.	K.RL.c1 With prompting and support sequence a set of events in a familiar story.	Identify what happen first, next, and last in a story.
	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	K.RL.d1 With prompting and support identify characters in a story.	Identify characters of a story.
Informational	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	K.RI.d2 With prompting and support identify the main topic.	Identify the main topic of a story.
	RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	K.RI.g1 Identify the author's purpose in an informational text.	Determine what the message of a story is.
	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	K.RI.c1 Identify a labeled photo or diagram or graphic from within an informational text.	Identify pictures used in a story.
Language	L.K.1a. Print many upper- and lowercase letters. L.K.1b. Use frequently occurring nouns and verbs.	K.WA.3 Print many upper- and lowercase letters. K.WA.4 Use high frequency nouns in dictating or writing.	Be able to trace and produce the letters independently and copy high frequency words from a model.
	L.K.2a. Capitalize the first word in a sentence and the pronoun I. L.K.2b. Recognize and name end punctuation. L.K.2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	K.WA.7 Capitalize the first word in a sentence and the pronoun "I". K.WA.8 Write a letter or letters for consonant and short-vowel sounds (phonemes).	Know the difference between upper and lower case letters and practice writing the letters based on a given sound.
Foundational Skills	RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1a. Follow words from left to right, top to bottom, and page by page. RF.K.1b. Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1c. Understand that words are separated by spaces in print. RF.K.1d. Recognize and name all upper- and	K.RI.b6 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to written word in an informational text. K.RL.b7 Identify familiar written words when spoken (e.g., Show me the word "Ball"). K.RWL.b1 Identify or name uppercase letters of	Know that we read top to bottom and left to right. Read familiar words by sight. Identify upper and lower case letters.

	lowercase letters of the alphabet.	the alphabet.	
	RF.K.2a. Recognize and produce rhyming words.	K.RWL.b5 Recognize rhyming words.	Identify word families (at, am, ig words etc...)
	RF.K.3a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. RF.K.3c. Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).	K.RWL.b3 Recognize the sound(s) for each letter. K.RWL.b4 Produce the sound(s) for each letter. K.RWL.d1 Read common Kindergarten high frequency words by sight.	Know and produce letter sounds. Identify words from Fry's first 100 word list.
Standards for Writing	CCSS	CCCs	Essential Understandings
Text, Type and Purposes	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	K.WP.f1 Write, draw, or dictate an opinion statement about a topic or book of interest.	Draw a picture and state their opinions about a topic or book of interest.
	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	K.WI.c1 Use a combination of drawing, dictating, and writing in response to a topic, text, or stimulus (e.g., event, photo, etc.).	Describe/Draw ideas about a topic of interest.
	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	K.WL.d1 Write, dictate, or draw about an event.	Describe/Draw about an event.
Research to Build and Present Knowledge	W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	K.WI.d4 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Work collaboratively with peers on writing projects.
Production and Distribution of Writing	W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	K.WA.1 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaborating with peers.	Engage in available technology.

Shelby County Schools Prioritized English Language Arts CCCs, and Essential Understandings: Grade 1st

Standards for ELA	CCSS	CCCs	Essential Understandings
Literature	RL.1.1 Ask and answer questions about key details in a text.	1.RL.d1 Answer questions about key details in a story (e.g., who, what, when, where, why).	Identify aspects of a story important to the problem and solution.
	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	1.RL.e3 Retell the sequence of events in a story.	Discuss major events of a story and sequence the course of events.
Informational	RI.1.2 Identify the main topic and retell key details of a text.	1.RI.d2 Identify the main topic of an informational text.	Use details to determine the main topic of a text.
	RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	1.RI.f3 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Identify pictures used in a story and connect them to the people and places in the story.
	RI.1.7 Use the illustrations and details in a text to describe its key ideas.	1.RI.c1 Use the photos, diagrams, or graphics and details in a text to describe or identify its key ideas.	Identify pictures used in a story and connect them to the story.
Language	L.1.1a. Print all upper- and lowercase letters. L.1.1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). L.1.1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	1.WA.4 Print upper- and lowercase letters. 1.WA.8 Use singular and plural nouns with matching verbs in basic sentences. 1.WA.6 Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) in writing.	Be able to trace and produce the letters independently and copy high frequency words from a model. Be able to string words together to produce simple sentences using conjunctions.
	L.1.2a. Capitalize dates and names of people. L.1.2b. Use end punctuation for sentences.	1.WA.14 Use capitalization of first word in sentence, pronoun "I", dates, and names of people. 1.WA.15 Use end punctuation for sentences.	Be able to identify the parts of a sentence and know when to use them.
	L.1.4a. Use sentence-level context as a clue to the meaning of a word or phrase.	1.RWL.e4 Use context within a sentence as a clue to the meaning of a word or phrase.	Determine the meaning of a word based on information given in a sentence using that word.
Foundational Skills	RF.1.1a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	1.RI.b5 Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) in informational texts.	Be able to identify the parts of a sentence and know when to use them.
	RF.1.2a. Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.2b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	1.RWL.c6 Identify long or short vowel sounds in spoken single-syllable words. 1.RWL.b7 Produce single-syllable words by blending sounds (phonemes), including consonant blends.	Be able to produce or identify the sound of long and short vowels.
	RF.1.3b. Decode regularly spelled one-syllable words.	1.RWL.c4 Decode regularly spelled CVC words.	Be able to produce letter sounds and blend them to read basic cvc words.

Standards for Writing	CCSS	CCCs	Essential Understandings
Text Types and Purposes	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1.WP.f1 Write, draw, or dictate an opinion statement using accurate information as reasoning about a topic or book of interest.	Draw a picture and state their opinions about a topic or book of interest.
	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	1.WI.b1 Write simple statement that name a topic and supplies some facts about the topic.	Describe/Dictate ideas about a topic of interest.
	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	1.WL.c1 Describe orally or in writing a single event or a series of events that includes details about what happened.	Describe/Dictate an event.
Research to Build and Present Knowledge	W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	1.WI.d4 Participate in shared research and writing projects (e.g., drawings, visual displays, labels). 1.WL.a1 Generate ideas and or opinions when participating in shared writing projects.	Work collaboratively with peers on writing projects.
Production and Distribution of Writing	W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	1.WA.1 With guidance and support from adults, use a variety of digital tools (e.g., word processing, internet) to produce and publish writing, including collaborating with peers.	Engage in available technology.

Shelby County Schools Prioritized English Language Arts CCCs, and Essential Understandings: Grade 2nd

Standards for ELA	CCSS	CCCs	Essential Understandings
Literature	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2.RL.d1 Answer who, what, where, when, why, and how questions from stories.	Identify aspects of a story important to the problem and solution.
	RL.2.3 Describe how characters in a story respond to major events and challenges.	2.RL.d2 Describe or select a description of a major event or problem in a story.	Identify what happen first, next, and last in a story.
Informational	RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	2.RI.d2 Identify the main topic of a multi-paragraph informational text.	Use details to determine the main topic of a text.
	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	2.RI.g1 Identify the main purpose of a text, including what question the author is answering, explaining, or describing.	Identify pictures used in a story and connect them to the people and places in the story.
	RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	2.RI.e2 Explain or identify what specific images (e.g., a diagram showing how a machine works) teach the reader to do or tell the reader.	Identify pictures used in a story and connect them to the story.
Language	L.2.1f Produce, expand, and rearrange complete simple and compound sentences.	2.WA.10 Produce and expand upon simple or compound sentences.	Identify past tense verbs and reflexive pronouns that complete a simple or compound sentence.
	L.2.2a. Capitalize holidays, product names, and geographic names.	2.WA.14 Capitalize dates, name of people, holidays, product names, and geographic names.	Learn the rules of capitalization and identify words that must be capitalized.
	L.2.4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	2.RWL.e5 Use a glossary or beginning dictionary to determine the meaning of a word.	Locate and determine the meaning of words in a beginning dictionary or glossary.
Foundational Skills	RF.2.3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.RWL.c2 Identify long and short vowels in regularly spelled one-syllable words.	Be able to read high frequency words.
Standards for Writing	CCSS	CCCs	Essential Understandings
Text, Types and Purpose	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.	2.WP.f1 Write, draw or dictate an opinion statement, several reasons that support the opinion, and a concluding statement about a topic or book of interest.	Be able to organize ideas to tell a story and make an argument.
	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2.WI.b1 Write statements that name a topic and supply some facts about the topic.	Produce 2 sentences on a given topic with sentence frames.
	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include	2.WL.c1 Tell about a single event or a series of events that describes actions, thoughts, or feelings.	Describe/Dictate an event.

	details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		
Research to Build and Present Knowledge	W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	2.WI.d2 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). 2.WL.a1 Generate ideas and or opinions when participating in shared writing projects.	Work collaboratively with peers on writing projects.
Production and Distribution of Writing	W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	2.WA.2 With guidance and support from adults, use a variety of digital tools (e.g., word processing, internet) to produce and publish writing, including collaborating with peers.	Engage in available technology.

Shelby County Schools Prioritized English Language Arts CCCs, and Essential Understandings: Grade 3rd

Standards for ELA	CCSS	CCCs	Essential Understandings
Literature	3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.RL.h1 Answer questions related to the relationship between characters , setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).	Identify a character, setting, event, or conflict.
	3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.RL.i2 Answer literal questions and refer to text to support your answer.	Recall information in a text (e.g., repeated story lines).
	3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine central message, lesson, or moral and explain how it is conveyed through key details in text. 3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	3.RL.k2 Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Identify the topic of a text or information presented in diverse media.
Informational	3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	3.RI.h1 Identify the purpose of a variety of text features.	Identify the text feature (e.g., charts, illustrations, maps, titles).
	3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	3.RI.h4 Use illustrations (e.g., maps, photographs, diagrams, timelines) in informational texts to answer questions.	Identify an illustration in text.
	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	3.RI.i2 Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Identify the topic of a text or information presented in diverse media.
	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	3.RI.k5 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Identify the topic of a text.
Language	3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. 3.L.4a Use sentence-level context as a clue to the meaning of the word or phrase.	3.RWL.i2 Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word.	Recall the meaning of frequently used nouns.

Foundational Skills	<p>3.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>3.RF.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	3.RWL.h2 Identify grade level words with accuracy.	Identify frequently used words.
Standards for Writing	CCSS	CCCs	Essential Understandings
Text Types and Purposes	<p>W.3.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	3.WI.p1 Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning.	Identify different types of text features found in informational text.
Research to Build and Present Knowledge	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	3.WI.l4 Sort evidence (e.g., graphic organizer) collected from print and/or digital sources into provided categories.	Identify information from print and digital sources on given topics (e.g., pictures of animals).
Production and Distribution of Writing	W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	3.WL.o1 With guidance and support from adults, produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain), or audience.	Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement).

Shelby County Schools Prioritized English Language Arts CCCs, and Essential Understandings: Grade 4th

Standards for ELA	CCSS	CCCs	Essential Understandings
Literature	4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4.RL.i2 Refer to details and examples in a text when explaining what the text says explicitly.	Recall a detail in a text.
	4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	4.RL.k2 Determine the theme of a story, drama, or poem; refer to text to support answer.	Determine the topic of story or poem.
	4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a characters thoughts, words, or actions).	4.RL.i1 Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description.	Identify a character in text.
Informational	4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	4.RI.h4 Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) to answer questions.	Identify basic text features (e.g., charts, graphs, diagrams, time lines, maps).
	4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	4.RI.i3 Determine the main idea of an informational text.	Identify the topic of a text.
	4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	4.RI.i1 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.	Locate information within a simplified chart, map or graph.
Language	4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies. 4.L.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of the word or phrase.	4.RWL.i2 Use context as a clue to determine the meaning of unknown words, multiple meaning words, or words showing shades of meaning.	Understand that words can have more than one meaning.
	4.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conversation, and endangered when discussing animal preservation).	4.RWL.j1 Use general academic and domain specific words and phrases accurately.	Identify general academic words (e.g., map, character, equal, book, name, paper, etc).

Foundational Skills	<p>4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>4.RF.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	4.RWL.h2 Identify grade level words with accuracy and on successive attempts.	Identify frequently used words.
Standards for Writing	CCSS	CCCs	Essential Understandings
Types and Purposes	<p>W.4.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	4.WI.p1 Include formatting (e.g., headings, bulleted information), illustrations, and multimedia when useful to convey information about the topic.	Identify a concluding sentence that signals a close of a paragraph (e.g., In conclusion..., As a result..., Finally...).
Text Types and Purposes	<p>W.4.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.2e Provide a concluding statement or section related to the information or explanation presented.</p>	4.WI.q1 Provide a concluding statement or section to support the information presented.	Identify the purpose of using different formats, illustrations, or multimedia (e.g., bullets are used for listing items).
Production and Distribution of Writing	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	4.WL.o1 Produce a clear coherent permanent that is appropriate to the specific task, purpose (e.g. to entertain), or audience.	Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement).

Shelby County Schools Prioritized English Language Arts CCCs, and Essential Understandings: Grade 5th

Standards for ELA	CCSS	CCCs	Essential Understandings
Literature	5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5.RL.b1 Refer to details and examples in a text when explaining what the text says explicitly.	Recall details in a text.
	5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	5.RL.c2 Summarize a text from beginning to end in a few sentences.	Identify what happens in the beginning of a story.
	5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	5.RL.d1 Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison.	Identify characters, setting and events in a story.
Informational	5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	5.RI.c4 Determine the main idea, and identify key details to support the main idea.	Identify the topic of text.
	5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	5.RI.d5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.*	Identify a similarities and differences between two pieces of information from a text.
	5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	5.RI.e2 Explain how an author uses reasons and evidence to support particular points in a text.	Identify main/key ideas/points in a text.
Language	5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies. 5.L.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of the word or phrase.	5.RWL.a2 Use context to determine the meaning of unknown or multiple meaning words or phrases.	Identify multiple meaning words.
Anchor Standards for Writing	CCSS	CCCs	Essential Understandings
Text Types and Purposes	W.5.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information	5.WI.b3 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).	Identify relationship of set of items in various categories (definition, classification, compare/contrast, cause/effect).

	logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.		
Text Types and Purposes	<p>W.5.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	5.WI.d1 Support a topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Identify facts and details related to a specified topic.
Production and Distribution of Writing	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	5.WL.h1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience.	Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement).

Shelby County Schools Prioritized English Language Arts CCCs, and Essential Understandings: Grade 6th

Standards for ELA	CCSS	CCCs	Essential Understandings
Literature	6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.RL.b2 Refer to details and examples in a text when explaining what the text says explicitly.	Recall details in a text.
	6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.RL.b3 Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story.	Identify characters in a story.
	6.RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	6.RL.c3 Summarize a text from beginning to end in a few sentences without including personal opinions.	Identify what happens in the beginning and ending of a story.
Informational	6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	6.RI.b4 Summarize information gained from a variety of sources including media or texts.*	Identify a topic from a single source.
	6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments.	Identify the main idea of a text.
	6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	6.RI.g4 Determine how key individuals, events, or ideas are elaborated or expanded on in a text.	Identify a description of an event or individual in a text.
	6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence.	Identify a fact from the text.
Language	6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. 6.L.4a 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 the word or phrase.	6.RWL.a1 Use context to determine the meaning of unknown or multiple meaning words or phrases.	Identify multiple meaning words.
	6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6.RWL.c1 Use general academic and domain specific words and phrases accurately.	Identify general academic words.

Standards for Writing	CCSS	CCCs	Essential Understandings
Text Types and Purposes	<p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	6.WL.c1 Organize ideas and events so that they unfold naturally.	Identify the order of events given a short passage/text (e.g., sequence a set of events from an adapted chapter).
Text Types and Purposes	<p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	6.WL.c3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Match transition words, phrases, and clauses within a text.
Production and Distribution of Writing	W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	6.WI.h2 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).	Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement).

Shelby County Schools Prioritized English Language Arts CCCs, and Essential Understandings: Grade 7th

Standards for ELA	CCSS	CCCs	Essential Understandings
Literature	7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7.RL.i2 Use two or more pieces of textual evidence to support inferences, conclusions, or summaries of text.	Make an inference from a literary text.
	7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	7.RL.j1 Analyze the development of the theme or central idea over the course of the text.	Identify the theme or central idea of the text.
Informational	7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	Identify a conclusion from an informational text.
	7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	7.RI.j5 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Identify the relationship between people, events, or ideas in a text.
	7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	7.RI.k4 Evaluate the claim or argument to determine if they are supported by evidence.	Identify a claim from the text.
	7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	7.RI.l1 Compare/contrast how two or more authors write about the same topic.*	Identify two texts on the same topic. Compare/contrast two statements related to a single topic.
Language	7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. 7.L.4a 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 the word or phrase.	7.RWL.g1 Use context as a clue to determine the meaning of a grade appropriate word or phrase.	Use context as a clue to determine the meaning of a word.
Standards for Writing	CCSS	CCCs	Essential Understandings
Text Types and Purposes	W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.7.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	7.WL.i1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Identify a visual image to match provided text.

<p>Text Types and Purposes</p>	<p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.7.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>7.WL.o1 Select or provide a conclusion that follows from the narrated experiences or events.</p>	<p>Provide a conclusion (concluding sentence, paragraph or extended ending) that follows from the narrated experiences or events.</p>
<p>Production and Distribution of Writing</p>	<p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>7.WL.o1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</p>	<p>Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement).</p>

Shelby County Schools Prioritized English Language Arts CCCs, and Essential Understandings: Grade 8th

Standards for ELA	CCSS	CCCs	Essential Understandings
Literature	8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	8.RL.i2 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	Make an inference from a literary text
	8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	8.RL.j2 Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot.	Identify the theme or central idea of the text.
Informational	8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	8.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	Make an inference from an informational text.
	8.RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	8.RI.k2 Determine how the information in each section contribute to the whole or to the development of ideas.	Identify supporting key details/key information within a paragraph.
	8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	8.RI.k4 Identify an argument or claim that the author makes.	Identify a fact from the text.
	8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	8.RI.l1 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.*	Identify a similar topic in two texts.
Language	8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. 8.L.4a 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 the word.	8.RWL.g1 Use context as a clue to the meaning of a grade-appropriate word or phrase.	Use context as a clue to determine the meaning of a word.
	8.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	8.RWL.i1 Use general academic and domain specific words and phrases accurately.	Identify general academic words.

Standards for Writing	CCSS	CCCs	Essential Understandings
Text Types and Purposes	<p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>	<p>8.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claims.</p>	<p>Given a writer's claims, identify the writer's perspective on the topic (e.g., pro or con).</p>
Research to Build and Present Knowledge	<p>W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>8.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and or digital sources.</p>	<p>Identify sources of information relevant to the topic (e.g., print and/or digital).</p>
Production and Distribution of Writing	<p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>8.WI.o1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</p>	<p>Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement).</p>

Shelby County Schools
Department of Exceptional Children
Prioritized Standards

Common Core State Standards, Common Core Connectors and Essential Understanding for Mathematics K-8th Grade



Adapted from the NCSC guide located at:
<https://wiki.ncscpartners.org>

Shelby County Schools Prioritized Math CCCs, and Essential Understandings: Grade K

Domain	CCSS	CCCs	Essential Understandings
Counting and Cardinality	K.CC.A.1 Count to 100 by ones and by tens.	K.NO.1a1 Rote count up to 10. K.NO.1a2 Rote count up to 31. K.NO.1a3 Rote count up to 100.	Identify the sequence of numbers.
	K.CC.A.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	K.NO.1e1 Write or select the numerals 1-10. 1.NO.1e2 Write or select the numerals 0-31.	Identify and write the sequence of numbers.
	K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	K.NO.1b1 Match the numeral to the number of objects in a set.	Understand that numerals represent a given quantity of objects.
Operations and Algebraic Thinking	K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	K.PRF.1b2 Communicate answers after adding or taking away.	Understand the concepts of putting groups of objects together and breaking groups into smaller parts.
	K.OA.A.2 Solve addition and subtraction word problems, add and subtract within 10, e.g., by using objects or drawings to represent the problem.	K.PRF.1c1 Solve one step addition and subtraction word problems; add and subtract within 10 using objects, drawings, pictures.	Understand the concepts of addition and subtraction up to 10 objects.
Numbers and Operations in Base 10	K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	1.NO.1h1 Build representations of numbers up to 19 by creating a group of 10 and some 1s (e.g., $13 = \text{one } 10 \text{ and three } 1\text{s}$).	Manipulate base ten blocks to represent a given number.
Measurement and Data	K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	K.ME.1b2 Compare 2 objects with a measurable attribute in common to see which object has more/less of the attribute (length, height, weight).	Identify an object that is longer, shorter, heavier, or lighter than another one.
	K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	K.ME.1b1 Sort objects by characteristics (e.g., big/little, colors, shapes, etc.).	Determine the proper category that objects belong too.

Geometry	K.G.A.2 Correctly name shapes regardless of their orientations or overall size.	K.GM.1a1 Recognize two-dimensional shapes (e.g., circles, squares, triangles, rectangles) regardless of orientation or size.	Identify basic two-dimensional shapes.
	K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences and parts (e.g., having sides of equal length).	1.GM.1b2 Distinguish two-dimensional shapes based upon their defining attributes (i.e., size, corners, and points).	Identify basic two-dimensional shapes attributes (number of sides, number of corners, vertices, and line types).

Shelby County Schools Prioritized Math CCCs, and Essential Understandings: Grade 1

Domain	CCSS	CCCs	Essential Understandings
Operations and Algebraic Thinking	1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1.NO.2a11 Solve word problems within 20.	Determine the answer of addition and subtraction equations and word problems with manipulatives and graphs.
	1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1.NO.2a11 Solve word problems within 20.	Understand addition and subtraction
	1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	1.NO.2a6 Count 2 sets to find sums up to 20. 1.NO.2a8 Decompose a set of up to 20 objects into a group; count the quantity in each group.	Add and subtract numbers to 20.
Numbers and Operations in Base Ten	1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.	1.NO.1h2 Identify the value of the numbers in the tens and ones place within a given number up to 31.	Manipulate base ten blocks to produce three digit numbers and understand place value.
Measurement and Data	1.MD.C.4 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.DPS.1e1 Compare the values of the two categories of data in terms of more or less.	Identify more or less from a graph.
	1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	1.ME.2a1 Measure using copies of one object to measure another.	Measure objects using classroom tools, ie paperclips, markers.
	1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.	2.ME.1a5 Tell time to the nearest ½ hour using digital clocks.	Read time on analog and digital clocks by the hour and half hour.
Geometry	1.G.A.2 . Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite.	1.GM.1c 2 Compose two- and three-dimensional shapes.	Draw common two and three dimensional shapes.

Geometry	<i>1.G.A.3</i> Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	1.GM.1f1 Partition circles and rectangles into 2 and 4 equal parts.	Separate shapes into equal parts.
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Shelby County Schools Prioritized Math CCCs, and Essential Understandings: Grade 2nd

Domain	CCSS	CCCs	Essential Understandings
Operations and Algebraic Thinking	2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	2.NO.2a17 Solve word problems within 100.	Determine the answer of addition and subtraction equations and word problems with manipulatives
	2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	2.NO.1e7 Identify numbers as odd or even.	Understand the meaning of odd and even when working with numbers.
	2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	3.NO.2d1 Find the total number of objects when given the number of identical groups and the number of objects in each group, neither number larger than 5.	Determine the sum of equal groups of objects.
Numbers and Operations in Base Ten	2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.	2.NO.1h5 Build representations of three digit numbers using hundreds, tens and ones.	Manipulate base ten blocks to produce three digit numbers and understand place value.
	2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.	2.NO.1e4 Skip count by 5s. 2.NO.1e5 Skip count by 10s. 2.NO.1e6 Skip count by 100s.	Understand skip counting as the addition of equal sets.
	2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	2.NO.1e3 Write or select the numerals 0-100.	Read and write number to 100.
Measurement and Data	2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	2.DPS.1e2 Compare the information shown in a bar graph or picture graph with up to four categories. Solve simple comparisons of how many more or how many less.	Solve addition and subtraction problems with information from a graph.
	2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	2.ME.1a3 Select appropriate tool and unit of measurement to measure an object (ruler or yardstick; inches or feet).	Identify the length of an object and understand units of measurement.

	2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	3.ME.1a1 Tell time to the nearest 5 minutes using a digital clock.	
	2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have two dimes and three pennies, how many cents do you have?	2.ME.1a4 Solve word problems using dollar bills, quarters, dimes, nickels, or pennies.	Identify bills and coins by name and value and solve problems based on those values.
Geometry	2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	2.GM.1f2 Partition circles and rectangles into two and four equal parts.	Separate shapes into equal parts.

Shelby County Schools Prioritized Math CCCs, and Essential Understandings: Grade 3rd

Domain	CCSS	CCCs	Essential Understandings
Operations and Algebraic Thinking	3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .	3.NO.2d3 Solve multiplication problems with neither number greater than 5.	Create an array of sets (e.g., 3 rows of 2).
	3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	3.NO.2e1 Solve or solve and check one or two-step word problems requiring addition, subtraction or multiplication with answers up to 100.	Combine (+), decompose (-), and multiply (x) with concrete objects; use counting to get the answers. Match the action of combining with vocabulary (i.e., in all; altogether) or the action of decomposing with vocabulary (i.e., have left; take away) in a word problem.
	3.OA.D.9 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.PRF.2d1 Identify multiplication patterns in a real world setting.	Concrete understanding of a pattern as a set that repeats regularly or grows according to a rule; Ability to identify a pattern that grows (able to show a pattern) (shapes, symbols, objects).
Numbers and Operations in Base Ten	3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	3.NO.1j3 Use place value to round to the nearest 10 or 100.	Identify ones or tens in bundled sets – Similar/different with concrete representations (i.e., is this set of manipulatives (8 ones) closer to this set (a ten) or this set (a one)?).
	3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	3.NO.2c1 Solve multi-step addition and subtraction problems up to 100.	Combine (+) or decompose (-) with concrete objects; use counting to get the answers.
	2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	2.NO.1e3 Write or select the numerals 0-100.	Read and write number to 100.
Numbers and Operations-- Fractions	3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.	3.NO.1i3 Identify the fraction that matches the representation (rectangles and circles; halves, fourths, thirds and eighths).	Identify part and whole when item is divided. Count the number of the parts selected (3 of the 4 parts; have fraction present but not required to read $\frac{3}{4}$).
	3.NF.A.3d Compare two fractions with the same numerator or the same denominator by reasoning	3.SE.1g1 Use =, <, or > to compare two fractions with the same numerator or denominator.	Concrete representation of a fractional part of a whole as greater than, less than, equal

	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.		to another.
Measurement and Data	3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	3.DPS.1g1 Collect data, organize into picture or bar graph.	Organize data into a graph using objects (may have number symbols).
	3.MD.C.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	3.ME.1d2 Measure area of rectangular figures by counting squares.	Ability to identify the area of a rectangular figure.
Geometry	3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.	3.GM.1i1 Partition rectangles into equal parts with equal area.	Concept of equal parts; Partitioning with concrete objects; Find the rectangle that is the same or match two congruent rectangles.

Shelby County Schools Prioritized Math CCCs, and Essential Understandings: Grade 4th

Domain	CCSS	CCCs	Essential Understandings
Operations & Algebraic Thinking	4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	4.NO.2d7 Determine how many objects go into each group when given the total number of objects and groups where the number in each group or number of groups is not > 10 .	Create an array of objects given a specific number of rows and the total number, place one object in each group/row at a time.
	4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	4.PRF.1e3 Solve multiplicative comparisons with an unknown using up to 2-digit numbers with information presented in a graph or word problem (e.g., an orange hat cost \$3. A purple hat cost 2 times as much. How much does the purple hat cost? [$3 \times 2 = p$]).	Identify visual multiplicative comparisons (e.g., which shows two times as many tiles as this set?).
	4.OA.A.3 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.NO.2e2 Solve or solve and check one or two step word problems requiring addition, subtraction, or multiplication with answers up to 100.	Select the representation of manipulatives on a graphic organizer to show addition/multiplication equation; Match to the appropriate numerical equation.
Number & Operations in Base Ten	4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.	4.NO.1j5 Use place value to round to any place (i.e., ones, tens, hundreds, thousands).	Identify ones, tens, hundreds in bundled sets – Similar/different with concrete representations (i.e., is this set of manipulatives (8 tens) closer to this set (a hundred) or this set (a ten)?).
Number & Operations—Fractions	4.NF.A.1 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.NO.1m1 Determine equivalent fractions.	Equivalency: what is and what is not equivalent; this may begin with numbers/sets of objects: e.g., $3=3$ or two fraction representations that are identical (two pies showing $2/3$).
	4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	4.NO.1n2 Compare up to 2 given fractions that have different denominators.	Differentiate between parts and a whole.

	<p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>	<p>4.SE.1g2 Use $=$, $<$, or $>$ to compare 2 fractions (fractions with a denominator of 10 or less).</p>	<p>Concrete representation of a fractional part of a whole as greater than, less than, equal to another.</p>
<p>Measurement & Data</p>	<p>4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p>	<p>4.ME.1g2 Solve word problems using perimeter and area where changes occur to the dimensions of a rectilinear figure.</p>	<p>Identify the perimeter; Identify the area; Show each when size of figure changes.</p>
	<p>4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</p>	<p>4.DPS.1g3 Collect data, organize in graph (e.g. picture graph, line plot, bar graph).</p>	<p>Identify data set based on a single attribute (e.g., pencils vs. markers); Identify data set with more or less (e.g., this bar represents a set with more); Organize the data into a graph using objects (may have number symbols).</p>
<p>Geometry</p>	<p>4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p>	<p>4GM.1h2 Classify two-dimensional shapes based on attributes (# of angles).</p>	<p>Identify attributes within a 2-dimensional figure (e.g., rectangles have sides – student identifies sides of rectangle – and angles – student identifies angles in rectangle).</p>

Shelby County Schools Prioritized Math CCCs, and Essential Understandings: Grade 5th

Domain	CCSS	CCCs	Essential Understandings
Operations & Algebraic Thinking	5.OA.B.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.	5.PRF.2b1 Generate or select a comparison between two graphs from a similar situation.	Compare two pieces of information provided in a single display.
Number & Operations in Base Ten	5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	5.NO.1b1 Read, write, or select a decimal to the hundredths place.	Recognize part whole using materials divided into tenths – Count tenths to determine how many (e.g., 4 tenths) (.4 have the decimal present but not required to read).
	5.NBT.A.4 Use place value understanding to round decimals to any place.	5.NO.1b4 Round decimals to the next whole number.	Identify place value to the ones, tens, hundreds, thousands.
	5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	5.NO.2a5 Solve word problems that require multiplication or division.	Combine (\times) or decompose (\div) with concrete objects; use counting to get the answers.
	5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	5.NO.2c1 Solve 1 step problems using decimals.	Combine (+) or decompose (-) with concrete objects; use counting to get the answers; Match the action of combining with vocabulary (i.e., in all; altogether) or the action of decomposing with vocabulary (i.e., have left; take away) in a word problem.
Number & Operations—Fractions	5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.	5.NO.2c2 Solve word problems involving the addition, subtraction, multiplication or division of fractions.	Identify what to do with the parts when given the key word (using the fractional parts).

	5.NF.B.5b 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.	5.PRF.1a1 Determine whether the product will increase or decrease based on the multiplier.	Show what happens with different multipliers.
Measurement & Data	5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	5.ME.1b2 Convert standard measurements of length.	To measure an object or quantity using 2 different units to show they mean the same thing (e.g., 12 inches and 1 foot). If larger unit, there are less; smaller units, you need more.
	5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	5.ME.2a1 Solve problems involving conversions of standard measurement units when finding area, volume, time-lapse, or mass.	Identify what measures time (clock used to measure time; calendar used to measure days); identify past/present (for lapsed time).
Geometry	5.G.A.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	5.GM.1c3 Use ordered pairs to graph given points.	Identify the x- and y-axis; or concept of intersection.

Shelby County Schools Prioritized Math CCCs, and Essential Understandings: Grade 6th

Domain	CCSS	CCCs	Essential Understandings
Ratios & Proportional Relationships	6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.”	6.PRF.1c1 Describe the ratio relationship between two quantities for a given situation.	Match/identify a simple ratio.
	6.RP.A.3c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	6.NO.1f1 Find a percent of a quantity as rate per 100.	State a relationship to a quantity out of 100. 30% = 30 out of 100
The Number System	6.NS.A.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(\frac{2}{3}) \div (\frac{3}{4})$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(\frac{2}{3}) \div (\frac{3}{4}) = \frac{8}{9}$ because $\frac{3}{4}$ of $\frac{8}{9}$ is $\frac{2}{3}$. (In general, $(\frac{a}{b}) \div (\frac{c}{d}) = \frac{ad}{bc}$.) How much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{3}{4}$ -cup servings are in $\frac{2}{3}$ of a cup of yogurt? How wide is a rectangular strip of land with length $\frac{3}{4}$ mi and area $\frac{1}{2}$ square mi? 6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	6.NO.2c3 Solve one-step, addition, subtraction, multiplication, or division problems with fractions or decimals.	Concept of +, -, x, \div . Concept of fraction and decimal. Use concrete object to represent the removal (subtraction) or addition of one half from/to a whole object.
	6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	6.NO.1d4 Select the appropriate meaning of a negative number in a real world situation.	Ability to select the appropriate representation of more than or less than 0 in a real world situation.
	6.NS.C.6a Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.	6.NO.1d2 Locate positive and negative numbers on a number line.	Recognize how values/numbers lie on either side of zero.

Expressions & Equations	6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers.	6.PRF.1d1 Solve real world single-step linear equations.	Recognize the intended outcome of a word problem based on a linear equation.
	6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. 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.ME.2a2 Solve one-step real world measurement problems involving unit rates with ratios of whole numbers when given the unit rate (3 inches of snow falls per hour, how much in 6 hours).	Identify a familiar unit rate.
	6.EE.B.7 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.NO.2a6 Solve problems or word problems using up to three digit numbers and any of the four operations.	Decompose the word problem; set up a linear equation to solve problem.
Geometry	6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	6.GM.1d1 Find the area of quadrilaterals.	Use manipulatives to measure the area of a rectangle (e.g., tiling).
Statistics & Probability	6.SP.A.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	6.DPS.1d3 Select statement that matches mean, mode, and spread of data for 1 measure of central tendency for given data set.	Identify the highest and lowest value in a data set given a number line and matching symbols; Identify the representation (Plastic snap cubes, wiki sticks) of the mode; Use concrete materials to produce the mean (leveled plastic snap cubes).

Shelby County Schools Prioritized Math CCCs, and Essential Understandings: Grade 7th

Domain	CCSS	CCCs	Essential Understandings
Ratios & Proportional Relationships	7.RP.A.2 Recognize and represent proportional relationships between quantities.	7.NO.2f1 Identify the proportional relationship between two quantities (use rules or symbols to show quantitative relationships).	Recognize the constancy of one object to its parts (i.e., one face, two eyes).
	7.RP.A.2a Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. 7.RP.A.2b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	7.NO.2f2 Determine if two quantities are in a proportional relationship using a table of equivalent ratios or points graphed on a coordinate plane.	Use a table to recognize the quantity of two entries, without counting, to determine which is relatively larger.
	7.RP.A.3 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.PRF.1f1 Use proportional relationships to solve multistep percent problems in real world situations.	Identify how one variable changes in relation to another variable in a directly proportional relationship (e.g., $a/b = c/d$, if a increases, what will happen to c ?).
	7.RP.A.3 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.NO.2f6 Solve word problems involving ratios.	Show rate when asked; Show proportion when asked; Select a set for the ratio given (Maria stamps three letters every minute which we write as 3:1. Show me the letters she stamps in a minute).
The Number System	7.NS.A.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	7.NO.2i1 Solve multiplication problems with positive/negative numbers.	Create an array of objects for the mathematical equation and match answer symbol (+ or -) following multiplication rules for an equation.
	7.NS.A.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	7.NO.2i2 Solve division problems with positive/negative numbers.	Create an array of objects for the mathematical equation and match answer symbol (+ or -) following division rules for an equation.
Expressions & Equations	7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	7.PRF.1g2 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and in-equalities to solve problems by reasoning about the quantities.	Record/replace a variable in an equation with a fact from a story on a graphic organizer.
Geometry	7.G.B.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area.	7.ME.2d1 Apply formula to measure area and circumference of circles.	Recognize the area of a circle and the circumference when shown a graphic representation.
	7.G.B.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	7.GM.1h2 Find the surface area of three-dimensional figures using nets of rectangles or triangles.	Demonstrate the concept of the surface area of a rectangular prism; Fill rectangular prism.

Statistics & Probability	7.SP.B.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.	7.DPS.1k1 Analyze graphs to determine or select appropriate comparative inferences about two samples or populations.	Understand basic information from simple graphs (e.g., interpret a bar graph using the understanding that the taller column on a graph has a higher frequency, the shorter column on a graph has a lower frequency).
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Shelby County Schools Prioritized Math CCCs, and Essential Understandings: Grade 8th

Domain	CCSS	CCCs	Essential Understandings
The Number System	8.NS.A.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.	8.NO.1k3 Use approximations of irrational numbers to locate them on a number line.	Recognize how values/numbers can lie between whole numbers on a number line.
	8.EE.B.5 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.PRF.1e2 Represent proportional relationships on a line graph.	Recognize a positive relationship between two variables.
Expressions & Equations	8.EE.C.7 Solve linear equations in one variable.	8.PRF.1g3 Solve linear equations with 1 variable.	Use manipulatives or graphic organizers to solve a problem.
	8.F.B.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (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.PRF.2e2 Identify the rate of change (slope) and initial value (y-intercept) from graphs.	Indicate the point on a line that crosses the y-axis.
Functions	8.F.B.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	8.PRF.1f2 Describe or select the relationship between the two quantities given a line graph of the situation.	Use a graph to recognize the quantity in two sets, without counting, to determine which is relatively larger.
	8.G.A.2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	8.GM.1g1 Recognize congruent and similar figures.	Demonstrate the concept of congruent and similar (e.g., match concrete examples of congruent shapes, match concrete examples of similar shapes).
Geometry			

Geometry	8.G.A.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	8.ME.1e1 Describe the changes in surface area, area, and volume when the figure is changed in some way (e.g., scale drawings).	Recognize how the space inside a figure increases when the sides are lengthened.
	8.G.C.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	8.ME.2d2 Apply the formula to find the volume of 3-dimensional shapes (i.e., cubes, spheres, and cylinders).	Ability to recognize attributes of a 3-dimensional shape.
Statistics & Probability	8.SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	8.DPS.1h1 Graph bivariate data using scatter plots and identify possible associations between the variable.	Locate points on the x-axis and y-axis of an adapted grid (not necessarily numeric).
	8.SP.A.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. 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.DPS.1k2 Analyze displays of bivariate data to develop or select appropriate claims about those data.	Use graphs to create a statement about the relationship of two variables.