



**CASAS CONTENT STANDARDS FOR  
READING AND MATHEMATICS**

**AND**

**COMMON CORE STATE STANDARDS FOR  
READING, LANGUAGE, AND MATHEMATICS:**

**A COMPARATIVE ANALYSIS**

**June 2012**



|   |    |
|---|----|
| How have standards evolved? .....   | 1  |
| Connections and Comparison between CASAS and Common Core Standards .....                                    | 3  |
| Where do the CASAS and Common Core Standards come from? .....   | 3  |
| CASAS .....   | 3  |
| CASAS Content Standards .....   | 4  |
| CASAS Content Standards – Reading and Math .....  | 4  |
| NGA and CCSSO .....   | 5  |
| About the Common Core State Standards (CCSS) .....  | 5  |
| Common Core State Standards for English Language Arts .....   | 6  |
| Common Core State Standards for Mathematics .....   | 7  |
| How do the CASAS Content Standards align with Common Core Standards? .....                                  | 8  |
| Introduction .....  | 8  |
| Reading/Language .....  | 9  |
| Math .....  | 9  |
| READING .....   | 10 |
| Table 1 Common Core Standards to CASAS Reading Content Standards:<br>Summary .....                          | 11 |
| Table 2: CASAS Reading Content Standards to Common Core Standards –<br>Reading and Language .....           | 13 |
| MATH .....  | 19 |
| Table 3: Common Core Standards for Mathematics (Content) to CASAS Math<br>Content Standards .....           | 22 |
| Table 4: CASAS Math Content Standards to Common Core Standards for<br>Mathematics (Content) .....           | 34 |
| Appendix A College and Career Readiness Standards for Reading and Language .....                            | 46 |
| Appendix B College and Career Readiness Anchor Standards to CASAS Reading<br>Content Standards .....        | 48 |
| Table 5 College and Career Readiness Anchor Standards to CASAS Reading<br>Content Standards: Detailed ..... | 49 |
| Bibliography .....  | 62 |



# CASAS CONTENT STANDARDS FOR READING AND MATHEMATICS AND COMMON CORE STATE STANDARDS FOR READING, LANGUAGE, AND MATHEMATICS: A COMPARATIVE ANALYSIS

## How have standards evolved?

Over time, standards have been part of an on-going effort to improve education and workforce development. Standards, according to Sivan (1993), “help ensure quality, indicate goals, and promote change.” Various standards movements, essentially, have existed for decades. However, the national policy push to establish the National Skills Standards Act of 1994 solidified that “standards” were not just a fad, but a way of improving the quality and consistency of education in schools and in workforce preparation.

The education standards movement began an on-going dialogue about what understandings and skills young people need to succeed as citizens and in the world of work. In 1983, *A Nation at Risk* called for reform in the U.S. education system. Shortly after, vocational education leaders came together to voice concerns that any reform, including standards, required work at both the secondary and post-secondary levels (*The Unfinished Agenda*, 1984). In addition, some national teacher organizations, like the National Council of Teachers of Mathematics, published curriculum and evaluation standards within their discipline (NCTM, 1989). These subject-related standards were tightly aligned to what students needed to know and be able to do in relationship to a discipline of study, like math, history, and science. Other standards efforts, like the Secretary’s Commission on Achieving Necessary Skills, were created to “determine the skills young people need to succeed in the world of work,” (SCANS, 1991).

After three decades of communication and research among community leaders from business and education, our nation’s leaders have called for a set of standards. National and state level initiatives have worked tirelessly to identify a national, core set of standards to inform curriculum, instruction and assessment. Under the direction of state governors and executive school leadership, the “Common Core State Standards” have been identified. The Common Core State Standards “provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.” (<http://www.corestandards.org/>)

With the purpose of improving teaching and learning in our education system **AND** creating consistent and focused education for young people and adults:

- **educators** throughout our country have created standards-based instruction and measure what both K-12 and adult education learners know and are able to do.
- **parents** have raised their voices and want to be informed about what their children know and are able to do.
- **community** and industry leaders have called for educators to identify what core skills and habits of mind learners perform as they learn.
- **youth and adult learners** have asked about what they are learning and how it relates to life and at work.

And, the unified efforts of everyone involved promote understanding and improvements in our education system. While there are many types of standards, there are just as many organizations committed to identifying and validating skill standards to ensure quality. The dialogue and review process is on-going, purposeful and critical. Perhaps what is just as important, is continuing dialogue about how various sets of standards relate to one another and the implications for how they support quality teaching and learning.

The purpose of this paper is to examine the relationship between the Common Core State Standards with a set of standards used widely in adult education programs throughout the country – namely the CASAS Content Standards.

Finally, while no set of standards is exhaustive, the CASAS Content Standards, as well as the Common Core Standards, are well-defined and validated.

## ***Connections and Comparison between CASAS and Common Core Standards***

The two sets of standards compared within the following document are:

- 1) CASAS Content Standards for Reading and Mathematics;  
and,
- 2) Common Core State Standards, which include the “College and Career Readiness (CCR)” anchor standards.

This analysis is intended to present clarity about *what* the CASAS, as well as the Common Core Standards, specifically measure and *how* the systems are interrelated –all with the intent to improve the practice of teaching and learning in schools, as well as workforce development and adult education.

It combines the results from a multi-dimensional review process, including:

- 1) Independent external reviewers,
- 2) Education leaders and teachers, and
- 3) CASAS National Consortium Members

It is important to understand where the standards come from and how they are organized and defined before they are compared. Just as we might approach each individual learner to understand his or her past and how that influences his or her learning, it is important to understand the history behind the organizations and their standards systems before understanding how they relate to one another.

## **Where do the CASAS and Common Core Standards come from?**

### **CASAS**

CASAS - Comprehensive Adult Student Assessment Systems - is a nonprofit organization that focuses on assessment and curriculum development of basic skills for youth and adults. CASAS is used by:

- federal and state government agencies
- business and industry
- community colleges
- education and training providers
- correctional facilities
- technical programs

As national education reform and performance based assessment leaders, CASAS assists adults functioning at or below a high school level in attaining the basic literacy skills to function effectively on the job, in the community, and in the family.

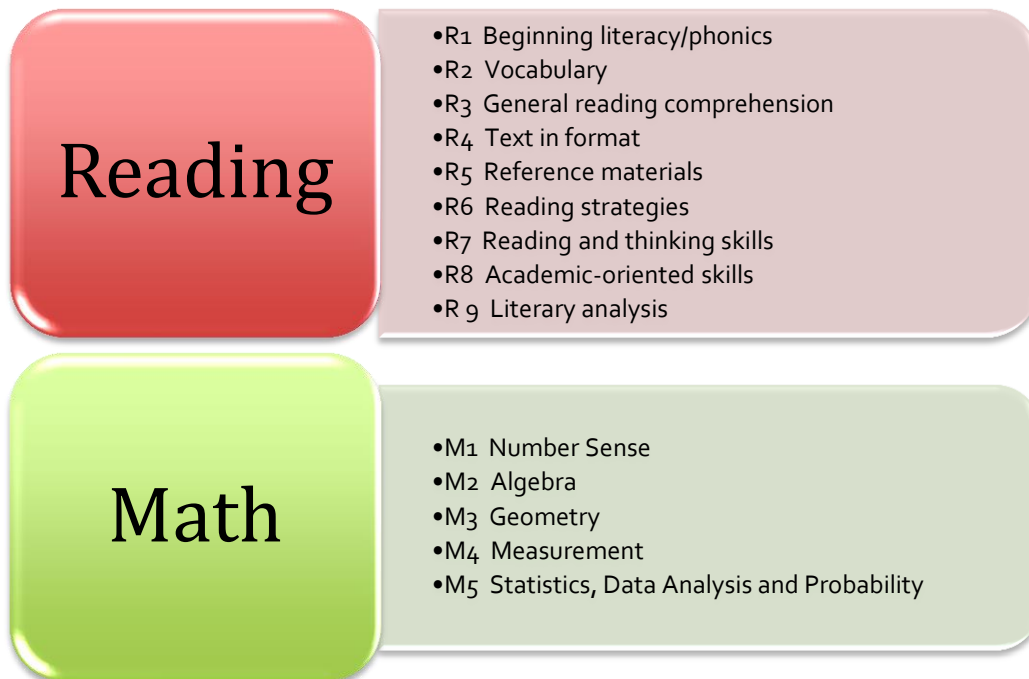
## CASAS Content Standards

Since its inception, CASAS has focused on teaching and assessing basic skills in contexts that are relevant, otherwise known as competencies, and important to adult learners. Based on field research –which began in 1980 – and recommendations from education providers, learners, business and industry representatives, and community-based agencies, the competencies have been regularly updated and validated at state and national levels. Studies conducted in several states show strong, direct links between CASAS competencies and learner needs. CASAS is a standards-based system that has been and will continue to be correlated to national and state-level standards.

At the request of the CASAS National Consortium –representing approximately 30 states – CASAS developed basic skills content standards as a formal part of the CASAS system.

The [CASAS Basic Skills Content Standards](#) help instructors identify the underlying reading and math basic skills at specific proficiency levels that should be taught in the context of CASAS Competencies ([www.casas.org](http://www.casas.org)). The tables in this document include only the **CASAS Reading** standards and **Math** from the CASAS Basic Skills Content Standards.

### CASAS Content Standards – Reading and Math





## ***NGA and CCSSO***

The Common Core State Standards Initiative is a multi-state initiative coordinated by the Chief Council of State School Officers (CCSSO) and the National Governors Association (NGA) and the Center for Best Practices.

Founded in 1908, the NGA is a collective voice and one of the nation's most respected public policy organizations. NGA provides governors and their senior staff members with services that range from representing states on Capitol Hill and before the Administration on key federal issues to developing and implementing innovative solutions to public policy challenges through the *NGA Center for Best Practices*. For more information click here to visit [NGA's Center for Best Practices website](#).

The Council of Chief State School Officers is a national, nonprofit association of public officials from elementary and secondary education. CCSSO supports educational leaders and advocates by providing technical assistance and consensus-building among civic and professional organizations, federal agencies, Congress and the public. For more information click here to visit [the Council of Chief State School Officers website](#).

## **About the Common Core State Standards (CCSS)**

The Common Core State Standards Initiative is a multi-state initiative coordinated by the NGA's Center for Best Practices and the CCSSO. These standards were developed in collaboration with teachers, school administrators, and experts to provide a uniform framework to successfully prepare learners for postsecondary education and the workforce. These standards define the knowledge and skills high school graduates need to be able to succeed in credit-bearing college courses and in the workplace.

Through this initiative, content experts and national review panels validated a set of *College and Career Readiness (CCR)* anchor standards that have been identified in subject-related contents. This initial set of standards has been expanded to what is referred to as the Common Core State Standards, which includes the CCR anchor standards.

The College and Career Readiness (CCR) anchor standards are:

- Research and evidence based
- Aligned with college and work expectations;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Have been informed by top-performing countries, so that all students are prepared to succeed in a global economy

"The college and career readiness anchor standards... define general, cross-disciplinary expectations that must be met for K-12 students. Students advancing through the grades

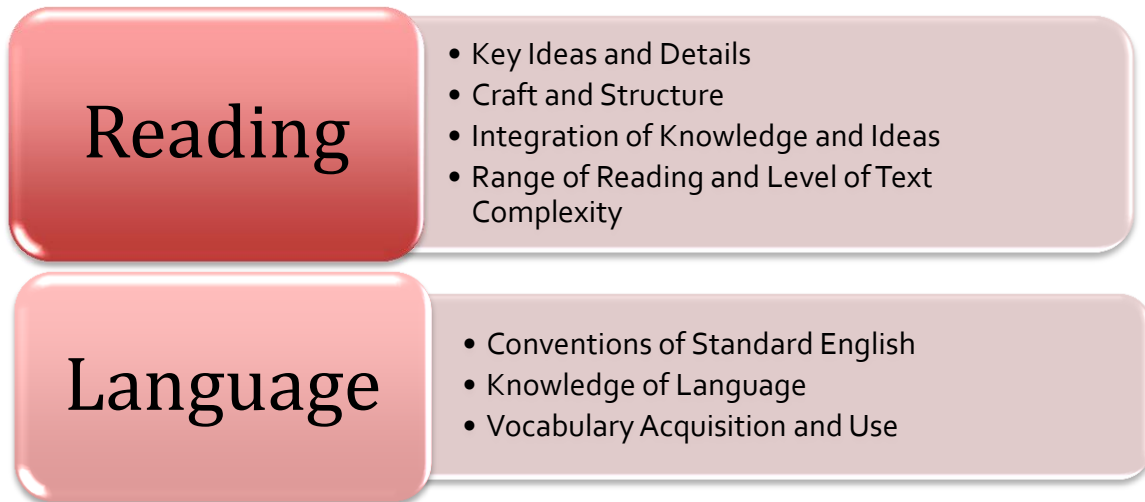
are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.” (www.corestandards.org)

### Common Core State Standards for English Language Arts

The Common Core State Standards include what students should know and be able to do at the end of the school year for each grade level in both English Language Arts and Math. The **English Language Arts** standards include literacy anchors that are consistent *across disciplines for grades K-12* including, History/Social Studies, and Sciences. **English Language Arts** includes Reading, Writing, Speaking & Listening, and Language.

Although the Common Core’s college and career readiness anchor standards include four standard domains under the English Language Arts “umbrella”, for the purposes of this comparison, the Common Core **Reading and Language standards have been analyzed.**

### Common Core State Standards – Reading and Language



See **Appendix A** for a complete description of the Common Core “College and Career Readiness Anchor Standards for Reading”. See **Appendix B** for a complete description of the Common Core “College and Career Readiness Anchor Standards for Language”

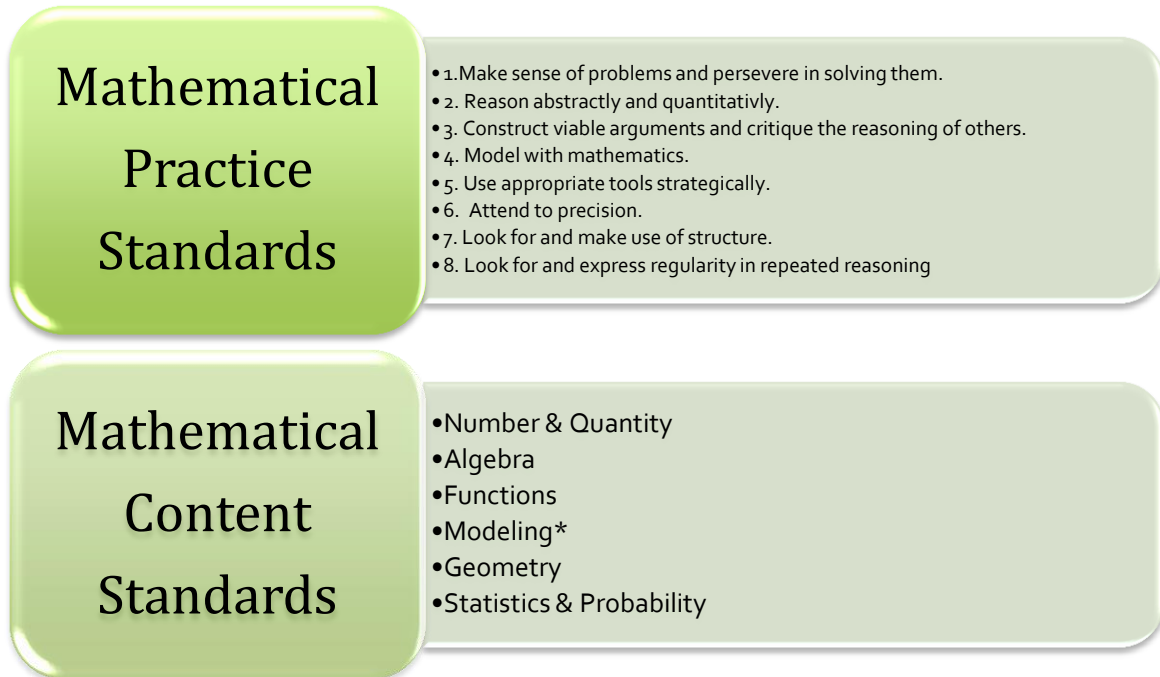
Go to [http://www.corestandards.org/assets/CCSSI\\_ELA\\_Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA_Standards.pdf) for a complete list of Common Core State Standards for English Language Arts.

## Common Core State Standards for Mathematics

The Common Core State Standards for Mathematics include two areas within their math standards:

- 1) Mathematical Practices Standards, and,
- 2) Mathematical Content Standards (a.k.a. Conceptual Categories (below)).

### Common Core State Standards for Mathematics



Go to [http://www.corestandards.org/assets/CCSSI\\_Math\\_Standards.pdf](http://www.corestandards.org/assets/CCSSI_Math_Standards.pdf) for a complete, on-line list of the Common Core State Standards.

First, the *Common Core Math Practice Standards* are “processes and proficiencies” that “educators at all levels should seek to develop in all students” (Common Core, page 6). There are not *content* standards to be taught, but rather guiding practices of the content.

The *Common Core Math Content Standards* include six conceptual categories, also known as *domains* or larger groups of skills. These Math Content Standards most closely match all the CASAS Math Content Standards and are compared in this analysis. (See Tables 4 and 5)

\* **Modeling** is listed but not defined as a content area, but rather as a methodology to approach math content. ([www.corestandards.org](http://www.corestandards.org))

# How do the CASAS Content Standards align with Common Core Standards?

## ***Introduction***

Understanding how the Common Core Standards align with the CASAS Content Standards for adults is crucial to improve the quality of education and success of students, young or adult, as they transition to career or post-secondary education.

The independent and internal review includes three phases of analysis. In the first phase of this analysis in 2010, four reviewers from Questar Assessment, Inc. (Questar) conducted an independent, qualitative, comparative analysis of both the Common Core State Standards and the CASAS Content Standards for Reading and Math. Questar is a leading educational assessment provider for states, school districts, and higher education institutions. Their findings were cross-examined by a third party Questar reviewer that brought clarity about the Common Core and CASAS standards alignment. Questar reviewed and summarized their findings based on the inter-relationship between the *College and Career Readiness Standards* (now part of the Common Core) and CASAS.

During a second phase, Questar's findings were reviewed and validated by a curriculum and assessment specialist from Vanderbilt University's College of Teaching and Learning. This analysis encompassed the complete Common Core State Standards for both English Language Arts and Mathematics in their present form.

In the third phase, CASAS conducted an internal review as part of the validation process. The overall summative analysis of these three processes indicates both broad and specific alignment between the Common Core State Standards and CASAS Content Standards.

As a result of this analysis, it became clear that CASAS Content Standards in Reading and Math cover the important knowledge, skills and abilities of literacy and numeracy as designated in the Common Core State Standards. In addition, the CASAS and Common Core State Standards directly and significantly match as noted in the Tables One through Five.

## Reading/Language

There is a high level of alignment between the CASAS Reading Content Standards and the Common Core Reading and Language CCR standards. Of the 167 CASAS Reading Content Standards coded at NRS ABE Level 3 (Int. Basic Skills) or higher/ NRS ESL Level 5 (High Int. ESL) or higher, only 4 (2%) of the CASAS Reading Content Standards do not have a direct match with the CCR Reading and Language Standards. The four CASAS Reading Content Standards that do not have a direct match are: 4.6 Interpret simple forms; and 6.1, 6.2 and 6.4 Skimming and scanning. Skimming and scanning do not appear explicitly in the CCR standards, but are inherent in CCR Reading 1 (Key Ideas and Details) and CCR 10 (Range of Reading and Level of Text Complexity). See READING, Tables 1 and 2 for the alignment between the two sets of standards.

## Math

The **Math** alignment between Common Core and CASAS, while organized very differently, covers the concepts and processes in both sets of standards. Independent reviews and internal analysis show that the Common Core (including the CCR) Mathematical Practices and Content Standards are strongly aligned to CASAS Math Content Standards.

Core's "Mathematical Practice" Standards are general processes that are integrated in the discrete content skills of the CASAS Math Standards. External reviews determined that CASAS's Math Standards are more specific and detailed.

There are *six domains* covered within the Common Core's Mathematical Practice and Concept Standards. While the Common Core Math Practice standards include "Modeling" as a separate domain, there are no specific standards to align with CASAS Math Standards. "Modeling is best interpreted not as a collection of isolated topics but rather, in relation to other standards," ([www.corestandards.org](http://www.corestandards.org), p. 73)

While CASAS Math Standards are more specific, they can be directly aligned with the Core Math Standards with no apparent gaps (See MATH, Tables 3 and 4.)

## ***READING***

Table 1 summarizes the alignment between the Common Core Standards for Reading and Language cluster areas with the CASAS Reading Content Standards areas.

The CASAS Reading standards areas that align with the Common Core Reading and Language Standards cluster areas are shaded in Table 1.

For more detailed alignment information see Table 2 and Appendix B Table 5.

### **How to read this table:**

- 1) Locate the Common Core Reading or Language “Cluster” down the left hand column.
- 2) Follow the row across to identify which CASAS Reading Content Standard areas align with the CCR Reading and CCR Language standards

**Table 1 Common Core Standards to CASAS Reading Content Standards: Summary**

| Common Core Standard Clusters                 | CASAS Reading Content Standards |                  |                                  |                         |                              |                             |                                       |                                       |                            |
|---|---------------------------------|------------------|----------------------------------|-------------------------|------------------------------|-----------------------------|---------------------------------------|---------------------------------------|----------------------------|
|   | R1<br>Beg. Lit/<br>Phonics      | R2<br>Vocabulary | R3<br>General<br>Reading<br>Comp | R4<br>Text in<br>Format | R5<br>Reference<br>Materials | R6<br>Reading<br>Strategies | R7<br>Reading &<br>Thinking<br>Skills | R8<br>Academic-<br>oriented<br>Skills | R9<br>Literary<br>Analysis |
| <b>CCR Reading</b>                            |                                 |                  |                                  |                         |                              |                             |                                       |                                       |                            |
| Key Ideas and Details                         |                                 |                  |                                  |                         |                              |                             |                                       |                                       |                            |
| Craft & Structure                             |                                 |                  |                                  |                         |                              |                             |                                       |                                       |                            |
| Integration of Knowledge & Ideas              |                                 |                  |                                  |                         |                              |                             |                                       |                                       |                            |
| Range of Reading and Level of Text Complexity |                                 |                  |                                  |                         |                              |                             |                                       |                                       |                            |
| <b>CCR Language</b>                           |                                 |                  |                                  |                         |                              |                             |                                       |                                       |                            |
| Conventions of Standard English               |                                 |                  |                                  |                         |                              |                             |                                       |                                       |                            |
| Knowledge of Language                         |                                 |                  |                                  |                         |                              |                             |                                       |                                       |                            |
| Vocabulary Acquisition & Use                  |                                 |                  |                                  |                         |                              |                             |                                       |                                       |                            |

## **About Table 2**

Table 2 details the alignment between the Common Core Standards for Reading and language with the CASAS Reading Content Standards.

Refer to the CASAS website for a correlation between NRS and CASAS levels. Click on following link to see the [CASAS to NRS Levels for ABE, ASE, and ESL Correlation Tables](#).

NRS – *National Reporting System*

ABE/ASE – *Adult Basic Education/ Adult Second Education*

ESL – *English as a Second Language*

## **CASAS Content Standards for Reading by Instructional Level**

### **How to read this table:**

- 1) Locate the CASAS Reading Content Standards down the left hand column.
- 2) Follow the row across to identify which Common Core State Standards (College and Career Readiness Reading and Language) align with the CASAS Reading.



**Table 2: CASAS Reading Content Standards to Common Core Standards – Reading and Language**

|       |  | NRS ESL Levels     |   |   |   |   | Reading,  |
|-------|--|--------------------|---|---|---|---|-----------|
|       |  | NRS ABE/ASE Levels |   |   |   |   | Language  |
| CS#   | CASAS Reading Content Standards  | CASAS Levels       |   |   |   |   | CCR only  |
|       |  | 1-3                | 4 | 5 | 6 |   |           |
|       |  | 1                  | 2 | 3 | 4 | 5 | 6         |
|       |  | A                  | B | B | C | D | E         |
| R1    | Beginning literacy / Phonics   |                    |   |   |   |   |           |
| R1.1  | Identify the letters of the English alphabet (upper and lower case)  | •                  |   |   |   |   |           |
| R1.2  | Recognize that letters make words and words make sentences   | •                  |   |   |   |   |           |
| R1.3  | Read from left to right, top to bottom, front to back  | •                  |   |   |   |   |           |
| R1.4  | Relate letters to sounds   | •                  |   |   |   |   |           |
| R1.5  | Relate letters to a range of possible pronunciations, including recognizing common homonyms                          | •                  | • |   |   |   |           |
| R1.6  | Use common phonological patterns to sound out unfamiliar words (e.g., man/van)                                       | •                  |   |   |   |   |           |
| R2    | Vocabulary   |                    |   |   |   |   |           |
| R2.1  | Interpret common symbols (e.g., restroom signs, traffic signs; #, ►, ↑)  | •                  | • |   |   |   |           |
| R2.2  | Read basic sight words (e.g., the, is)   | •                  |   |   |   |   |           |
| R2.3  | Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)                    | •                  | • |   |   |   |           |
| R2.4  | Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)                       | •                  |   |   |   |   |           |
| R2.5  | Interpret contractions   | •                  | • |   |   |   |           |
| R2.6  | Interpret basic abbreviations (e.g., Mr., apt., lb.)   | •                  | • |   |   |   |           |
| R2.7  | Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)   |                    | • | • |   |   |           |
| R2.8  | Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)                 | •                  | • | • |   |   | Lang. 4   |
| R2.9  | Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)                   | •                  | • | • |   |   | Lang. 4   |
| R2.10 | Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, employee) |                    |   | • | • |   | Lang. 4   |
| R2.11 | Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)                        |                    | • |   |   |   |           |
| R2.12 | Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)                                |                    |   |   | • | • | •         |
| R3    | General reading comprehension  |                    |   |   |   |   |           |
| R3.1  | Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)                         | •                  |   |   |   |   |           |
| R3.2  | Read and understand simple sentences that contain familiar vocabulary  | •                  | • |   |   |   |           |
| R3.3  | Read and understand simple texts on familiar topics (e.g., short narratives, basic consumer materials)               | •                  | • |   |   |   |           |
| R3.4  | Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)     |                    | • | • |   |   | Rdg. 1, 2 |
| R3.5  | Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)           |                    |   |   | • | • | •         |
| R3.6  | Interpret simple written instructions  | •                  | • |   |   |   |           |
| R3.7  | Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)             |                    |   | • | • | • | •         |
| R3.8  | Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)  | •                  | • |   |   |   |           |

|       |  | NRS ESL Levels     |   |   |   |   |   | Reading,<br>Language  |
|-------|--|--------------------|---|---|---|---|---|-----------------------|
|       |  | 1-3                | 4 | 5 | 6 |   |   |                       |
|       |  | NRS ABE/ASE Levels |   |   |   |   |   | CCR only              |
| CS#   | CASAS Reading Content Standards  | A                  | B | B | C | D | E |                       |
| R3.9  | Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)  |                    |   | • | • | • | • | Rdg. 5;<br>Lang. 1    |
| R3.10 | Follow pronoun references within a text (e.g., Ms. Smith... she; This is important.)   | •                  | • |   |   |   |   |                       |
| R3.11 | Make connections between related information across different sections of a text   |                    |   | • | • | • | • | Rdg.5                 |
| R3.12 | Use supporting illustrations to interpret text   | •                  |   |   |   |   |   |                       |
| R3.13 | Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next <i>purchase</i> .)              | •                  | • | • |   |   |   |                       |
| R3.14 | Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...) | •                  | • | • | • | • | • |                       |
| R3.15 | Interpret idioms and collocations from context   |                    | • | • |   |   |   |                       |
| R3.16 | Interpret figurative meanings of words from context (e.g., flooded with calls)   |                    |   |   | • | • | • | Rdg. 4;<br>Lang. 4, 5 |
| R3.17 | Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)  |                    |   | • | • |   |   | Rdg. 4;<br>Lang. 4, 5 |
| R3.18 | Interpret analogies in familiar contexts   |                    |   |   | • | • | • | Rdg. 4;<br>Lang. 4, 5 |
| R3.19 | Interpret meaning of metaphors and similes in context  |                    |   |   |   | • | • | Rdg. 4;<br>Lang. 4, 5 |
| R4    | Text in format   |                    |   |   |   |   |   |                       |
| R4.1  | Read numbers   | •                  |   |   |   |   |   |                       |
| R4.2  | Read clock times   | •                  |   |   |   |   |   |                       |
| R4.3  | Read dates   | •                  |   |   |   |   |   |                       |
| R4.4  | Read money amounts   | •                  |   |   |   |   |   |                       |
| R4.5  | Read simple handwriting  | •                  | • |   |   |   |   |                       |
| R4.6  | Interpret simple forms (e.g., appointment sign-in sheet, class registration)   | •                  | • | • |   |   |   |                       |
| R4.7  | Interpret complex forms (e.g., rental, insurance, pay statements)  |                    |   | • | • | • | • | Rdg. 1, 7             |
| R4.8  | Interpret information in charts and tables (e.g., bus schedules)   | •                  | • |   |   |   |   |                       |
| R4.9  | Interpret maps, diagrams, and graphs   | •                  | • | • | • | • | • | Rdg. 1, 7             |
| R4.10 | Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)              | •                  | • | • | • |   |   | Rdg. 7;<br>Lang. 1    |
| R5    | Reference materials  |                    |   |   |   |   |   |                       |
| R5.1  | Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)    | •                  |   |   |   |   |   |                       |
| R5.2  | Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)              |                    | • | • | • |   |   | Rdg. 7;<br>Wrtg. 8    |
| R5.3  | Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)                   | •                  | • | • | • |   |   | Rdg. 7;<br>Wrtg. 8    |
| R5.4  | Use a picture dictionary   | •                  |   |   |   |   |   |                       |
| R5.5  | Use a simplified dictionary or glossary  | •                  | • |   |   |   |   |                       |
| R5.6  | Use a standard dictionary to distinguish between multiple meanings of a word   |                    |   | • | • | • | • | Lang. 4, 5            |
| R5.7  | Use reference tools such as a print or online encyclopedia   |                    |   |   |   | • | • | Rdg. 7;<br>Wrtg. 8    |
| R6    | Reading strategies   |                    |   |   |   |   |   |                       |
| R6.1  | Predict the content of a text from title, pictures, type of material   | •                  | • | • |   |   |   |                       |

|       |  | NRS ESL Levels     |   |   |   |   |   | Reading,                             |
|-------|--|--------------------|---|---|---|---|---|--------------------------------------|
|       |  | 1-3                | 4 | 5 | 6 |   |   | Language                             |
|       |  | NRS ABE/ASE Levels |   |   |   |   |   |                                      |
| CS#   | CASAS Reading Content Standards  | 1                  | 2 | 3 | 4 | 5 | 6 | CCR only                             |
|       |  | CASAS Levels       |   |   |   |   |   |                                      |
|       |  | A                  | B | B | C | D | E |                                      |
| R6.2  | Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information  | •                  | • | • |   |   |   |                                      |
| R6.3  | Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information  |                    |   | • | • | • | • | Rdg. 7                               |
| R6.4  | Skim simple text for general meaning   |                    | • | • |   |   |   |                                      |
| R6.5  | Skim complex text for general meaning or to determine subject matter or organization   |                    |   | • | • | • | • | Rdg. 2                               |
| R6.6  | Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information   |                    | • | • | • | • | • | Rdg. 1, 10                           |
| R6.7  | Increase reading fluency (accuracy, speed)   | •                  | • | • | • | • | • | Rdg. 10                              |
| R7    | Reading and thinking skills  |                    |   |   |   |   |   |                                      |
| R7.1  | Identify the main idea of a simple paragraph   | •                  |   |   |   |   |   |                                      |
| R7.2  | Identify the main idea of a multi-paragraph text   |                    | • | • | • | • | • | Rdg. 2, 10                           |
| R7.3  | Identify supporting points or details for a statement, position or argument on a familiar topic  |                    |   |   | • | • | • | Rdg. 2, 8                            |
| R7.4  | Determine the sequence of events in a simple narrative   | •                  | • |   |   |   |   |                                      |
| R7.5  | Determine the sequence of events in a complex narrative  |                    |   | • | • | • | • | Rdg. 2, 3, 10                        |
| R7.6  | Paraphrase information   |                    |   | • | • | • | • | Rdg. 2                               |
| R7.7  | Summarize a text   |                    |   | • | • | • | • | Rdg. 2,<br>Wrtg. 2                   |
| R7.8  | Make inferences and draw conclusions from simple text  | •                  | • | • |   |   |   |                                      |
| R7.9  | Make inferences and draw conclusions from complex text   |                    |   |   | • | • | • | Rdg. 1, 2, 10                        |
| R7.10 | Differentiate fact from opinion in a written text  |                    |   | • | • |   |   | Rdg. 8                               |
| R7.11 | Identify the writer, audience, and purpose of a text   |                    |   |   | • | • | • | Rdg. 6                               |
| R7.12 | Determine a writer's point of view   |                    |   |   |   | • | • | Rdg. 6                               |
| R7.13 | Compare related information from various sources (e.g., consumer ads)  | •                  | • | • | • | • | • | Rdg. 1, 8, 9                         |
| R7.14 | Verify and clarify facts in written information (e.g., advertising claims)   |                    |   |   | • | • | • | Rdg. 1, 8                            |
| R8    | Academic-oriented skills   |                    |   |   |   |   |   |                                      |
| R8.1  | Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings  |                    |   |   |   | • | • | Rdg. 7, 8, 9                         |
| R8.2  | Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices)   |                    |   |   |   |   | • | Rdg. 4, 6, 8,<br>9; Lang. 3          |
| R8.3  | Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion) |                    |   |   |   |   | • | Rdg. 6, 8;<br>Lang. 3;<br>Wrtg. 1, 8 |
| R8.4  | Generate relevant questions about readings on issues that can be researched  |                    |   |   |   | • | • | Wrtg. 7                              |
| R8.5  | Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents  |                    |   |   |   | • | • | Rdg. 7, 9;<br>Wrtg. 7, 8             |
| R8.6  | Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration  |                    |   |   |   | • | • | Rdg. 7;<br>Wrtg. 7, 8                |

|       |  | NRS ESL Levels     |   |   |   |   |   | Reading,                    |
|-------|--|--------------------|---|---|---|---|---|-----------------------------|
|       |  | 1-3                | 4 | 5 | 6 |   |   | Language                    |
|       |  | NRS ABE/ASE Levels |   |   |   |   |   |                             |
| CS#   | CASAS Reading Content Standards  | 1                  | 2 | 3 | 4 | 5 | 6 |                             |
|       |  | CASAS Levels       |   |   |   |   |   | CCR only                    |
|       |  | A                  | B | B | C | D | E |                             |
| R8.7  | Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations  |                    |   |   |   |   | • | Rdg. 1, 6, 8;<br>Wrtg. 8, 9 |
| R8.8  | Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., professional journals, editorials, political speeches, primary source materials) |                    |   |   |   | • | • | Rdg. 4, 6, 7, 8             |
| R8.9  | Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject  |                    |   |   |   |   | • | Rdg. 1, 6, 8                |
| R8.10 | Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension  |                    |   |   |   | • | • | Rdg. 1, 9                   |
| R8.11 | Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and the word choice in the text  |                    |   |   |   |   | • | Rdg. 4, 5;<br>Lang. 3       |
| R9    | Literary analysis  |                    |   |   |   |   |   |                             |
| R9.1  | Identify the story elements such as setting, character, plot, and resolution   |                    | • |   |   |   |   |                             |
| R9.2  | Draw from personal experiences in responding to a work of literature (i.e., the learner recognizes similarities between the experiences of fictional characters in non-complex events and his/her own experiences)   |                    | • |   |   |   |   |                             |
| R9.3  | Identify uncomplicated themes in reading selections  |                    | • |   |   |   |   |                             |
| R9.4  | Differentiate between factual and fictional elements   |                    | • |   |   |   |   |                             |
| R9.5  | Identify story elements including setting, plot, character, conflict, and resolution increasingly more complex fiction   |                    | • |   |   |   |   |                             |
| R9.6  | Identify the function of introductory and concluding paragraphs in an essay  |                    | • |   |   |   |   |                             |
| R9.7  | Identify cause-and-effect relationships in literary texts  |                    |   | • |   |   |   | Rdg. 3                      |
| R9.8  | Identify the impact of language such as literary devices that are characteristic of an author's work   |                    |   |   | • |   |   | Rdg. 4;<br>Lang. 3          |
| R9.9  | Respond to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his/her life   |                    |   |   | • |   |   | Rdg. 3                      |
| R9.10 | Identify the major theme in increasingly more complex stories  |                    |   |   | • |   |   | Rdg. 2, 10                  |
| R9.11 | Use specifics from literary passages to support his/her ideas formed from reading literary text  |                    |   |   | • |   |   | Rdg. 1                      |
| R9.12 | Identify historical and cultural perspectives in reading selections (i.e., the impact of beliefs, attitudes, and values on a literary work)  |                    |   |   | • |   |   | Rdg. 1, 2, 6                |
| R9.13 | Interpret a work of literature and relate the information to contemporary experiences  |                    |   |   | • |   |   | Rdg. 10                     |
| R9.14 | Identify more complex elements of plot, setting, character development, conflict, and resolution   |                    |   |   | • |   |   | Rdg. 2, 3                   |
| R9.15 | Recognize universal themes in literature (e.g., tragic hero, man versus nature, triumph over adversity, coming of age)   |                    |   |   | • |   |   | Rdg. 2                      |

|       |   | NRS ESL Levels     |   |   |   |   |   | Reading, |                       |
|-------|---|--------------------|---|---|---|---|---|----------|-----------------------|
|       |   | 1-3                | 4 | 5 | 6 |   |   | Language |                       |
|       |   | NRS ABE/ASE Levels |   |   |   |   |   |          |                       |
| CS#   | CASAS Reading Content Standards   | CASAS Levels       | A | B | B | C | D | E        | CCR only              |
| R9.16 | Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue)               |                    |   |   |   |   | • |          | Rdg. 6, 9             |
| R9.17 | Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic   |                    |   |   |   |   | • |          | Rdg. 9                |
| R9.18 | Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (ballad, lyric, couplet, epic, elegy, ode, sonnet)                            |                    |   |   |   |   | • |          | Rdg. 6, 9             |
| R9.19 | Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations) and explain the way those interactions affect the plot   |                    |   |   |   |   | • |          | Rdg. 3                |
| R9.20 | Determine characters' traits by what the characters convey about themselves in narration, dialogue, dramatic monologue, and soliloquy   |                    |   |   |   |   | • |          | Rdg. 3                |
| R9.21 | Compare works that express a universal theme and provide evidence to support the ideas expressed in each work   |                    |   |   |   |   | • |          | Rdg. 1, 2, 9          |
| R9.22 | Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks)   |                    |   |   |   |   | • |          | Rdg. 4, 5;<br>Lang. 3 |
| R9.23 | Recognize and understand the significance of various literary devices (figurative language, imagery, allegory, symbolism) and explain their appeal  |                    |   |   |   |   | • |          | Rdg. 4;<br>Lang. 5    |
| R9.24 | Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text  |                    |   |   |   |   | • |          | Rdg. 8;<br>Lang. 5    |
| R9.25 | Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text  |                    |   |   |   |   | • |          | Rdg. 3, 6;<br>Lang. 3 |
| R9.26 | Explain how the tone and plot describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature   |                    |   |   |   |   | • |          | Rdg. 3, 5             |
| R9.27 | Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism (Aesthetic approach) |                    |   |   |   |   | • |          | Rdg. 4                |
| R9.28 | Analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical approach)  |                    |   |   |   |   | • |          | Rdg. 2, 6             |
| R9.29 | Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical approach)  |                    |   |   |   |   | • |          | Rdg. 4, 6             |
| R9.30 | Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres                  |                    |   |   |   |   |   | •        | Rdg. 5                |
| R9.31 | Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim  |                    |   |   |   |   |   | •        | Rdg. 1, 2             |
| R9.32 | Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both  |                    |   |   |   |   |   | •        | Rdg. 4;<br>Lang. 3    |
| R9.33 | Analyze the ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions  |                    |   |   |   |   |   | •        | Rdg. 4                |

|                                 |   | NRS ESL Levels     |   |   |   |   |   | Reading,<br>Language |
|---------------------------------|---|--------------------|---|---|---|---|---|----------------------|
|                                 |   | 1-3                | 4 | 5 | 6 |   |   |                      |
|                                 |   | NRS ABE/ASE Levels |   |   |   |   |   | CCR only             |
|                                 |   | 1                  | 2 | 3 | 4 | 5 | 6 |                      |
| CASAS Reading Content Standards | CASAS Levels  | A                  | B | B | C | D | E |                      |
| R9.34                           | Analyze recognized works of American literature representing a variety of genres and traditions   |                    |   |   |   |   |   | • Rdg. 1, 10         |
| R9.35                           | Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings   |                    |   |   |   |   |   | • Rdg. 7, 9          |
| R9.36                           | Analyze recognized works of world literature from a variety of authors  |                    |   |   |   |   |   | • Rdg. 1, 9, 10      |
| R9.37                           | Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings of a literary work  |                    |   |   |   |   |   | • Rdg. 3, 6          |
| R9.38                           | Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor (Political approach)                                |                    |   |   |   |   |   | • Rdg. 8, 9          |
| R9.39                           | Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters (Philosophical approach) |                    |   |   |   |   |   | • Rdg. 3, 6, 8       |

## **MATH**

The Common Core State Standards (Mathematical Practices and Content) are comprehensively addressed in the CASAS Math Content Standards. While the Common Core and CASAS standards organized differently, both systems include essentially the same content and processes for math proficiency.

CASAS --There are five CASAS Math Content Standards "categories" known as content areas or domains. Both concepts and mathematical practice are integrated in the five content areas. At the third level (e.g. 1.1.1, the skill standards are clearly defined and directly connected to a specific content area).

COMMON CORE (Core)--The Common Core State Standards for Mathematics "describe varieties of expertise that mathematics educators at all levels should seek to develop in their students...and rest on important processes and proficiencies with longstanding importance," ([www.corestandards.org](http://www.corestandards.org)) The Common Core State Standards include both *Mathematical Practice* as well as *Content Standards*. It is assumed for this analysis, that the *Mathematical Practices* are embedded across *Math Content Standards*. For example, the Common Core *Mathematical Practice* "5-Use Appropriate Tools Strategically" is connected to the Common Core Mathematical Content Standard domain, "Measurement and Data -2.MD.1."

The Common Core Mathematical Content Standards, as well as the CASAS Math Standards, include *domains*, or larger groups of related standards, compared in TABLES 3 and 4.

The Common Core Standards for Mathematical Content for K-12 domains are:

|          |                                       |
|----------|---------------------------------------|
| <b>N</b> | <b>Number</b>                         |
| <b>Q</b> | <b>Quantity</b>                       |
| CC       | Counting and Cardinality              |
| OA       | Operations and Algebraic Thinking     |
| NBT      | Number and Operations in Base Ten     |
| NF       | Number and Operations in Fractions    |
| MD       | Measurement & Data                    |
| RP       | Ratios and Proportional Relationships |
| NS       | The Number System                     |
| N-RN     | Real Number System                    |
| N-Q      | Quantities                            |
| N-CN     | The Complex Number System             |
| N-VM     | Vector and Matrix Quantities          |

- A Algebra**
  - EE Expressions and Equations
  - A-SSE Seeing Structure in Expressions
  - A-APR Arithmetic with Polynomials and Rational Expressions
  - A-CED Creating Equations
  - A-REI Reasoning with Equations and Inequalities
  
- M Modeling\***
  
- F Functions**
  - F-IF Interpreting Functions
  - F-BF Building Functions
  - F-LE Linear, Quadratic, and Exponential Models
  - F-TF Trigonometric Functions
  
- G Geometry**
  - G-CO Congruence
  - G-SRT Similarity, Right Triangles, and Trigonometry
  - G-C Circles
  - G-GPE Expressing Geometric Properties with Equations
  - G-GMD Geometric Measurement and Dimension
  - G-MG Modeling with Geometry
  
- SP Statistics & Probability**
  - S-ID Interpreting Categorical and Quantitative Data
  - S-IC Making Inferences and Justifying Conclusions
  - S-CP Conditional Probability and the Rules of Probability
  - S-MD Using Probability to Make Decisions

The Common Core Math Standards are noted *where they are most closely related and relevant* as they pertain to larger mathematical concepts in both systems (e.g. CASAS’s “Number Sense” *relates mostly to* CCR’s “Number and Quantity”).

For example, a student needs to work with numbers to gain a foundation for place value (listed in CCR, Number: Number Operations in Base Ten). CASAS M1.1.7, “Using place value, compose and decompose numbers with up to five digits and/or with three decimal places” is a more specific standard, but is *most closely related* to the CCR standard listed in Number Operations in Base Ten domain.

One might argue, these place value standards are also required and related to the domains of *Measurement and Data* as well as *M<sub>4</sub> Measurement* (CASAS). For example, estimation strategies involving decimal numbers require using place value. Therefore, one might suggest that a student uses these “place value” skills in *many* mathematical tasks (measurement, converting fractions to decimals, etc.).



However, TABLES 4 and 5 show how the standards from CASAS and Common Core are the most closely matched and directly linked.

### **About Table 3**

The Common Core State Standards for Mathematical Content are organized by K-5, 6-8, and High School. The following two-part table is divided K-5 and 6-12. A complete listing of all domains (concept categories) is located on **page 9** of this document.

#### **How to read this 2-part table:**

- 1) Locate the Core Math Content Standards down the left hand column.
- 2) Follow the row across to the far right hand column to identify the CASAS Content Standard for Math that most closely aligns with each grade level standard.
- 3) Go to Table 4 to find complete standards descriptions listed in the far right hand column.

**Table 3: Common Core Standards for Mathematics (Content) to CASAS Math Content Standards**

**Part 1 - Common Core Standards for Mathematics - Grades K – 5**

| Common Core Math Domains         | Kindergarten  | 1 <sup>st</sup> Grade | 2 <sup>nd</sup> Grade | 3 <sup>rd</sup> Grade | 4 <sup>th</sup> Grade | 5 <sup>th</sup> Grade | CASAS Content Standards    |
|----------------------------------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------|
| Counting and Cardinality<br>(CC) | <ul style="list-style-type: none"> <li>• Know number names and the count sequence.</li> <li>• Count to tell the number of objects.</li> <li>• Compare numbers.</li> </ul> |                       |                       |                       |                       |                       | M1.1.1<br>M1.1.2<br>M1.1.3 |

| Common Core Math Domains                   | Kindergarten   | 1 <sup>st</sup> Grade   | 2 <sup>nd</sup> Grade  | 3 <sup>rd</sup> Grade   | 4 <sup>th</sup> Grade   | 5 <sup>th</sup> Grade  | CASAS Content Standards  |
|--|--|---|--|---|---|--|--|
| Operations and Algebraic Thinking<br>(OA)  | Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. | <ul style="list-style-type: none"> <li>• Represent and solve problems involving addition and subtraction.</li> <li>• Understand and apply properties of operations and the relationship between addition and subtraction.</li> <li>• Add and subtract within 20.</li> <li>• Work with addition and subtraction equations</li> </ul> | <ul style="list-style-type: none"> <li>• Represent and solve problems involving addition and subtraction.</li> <li>• Add and subtract within 20.</li> <li>• Work with equal groups of objects to gain foundations for multiplication.</li> </ul> | <ul style="list-style-type: none"> <li>• Represent and solve problems involving multiplication and division.</li> <li>• Understand properties of multiplication and the relationship between multiplication and division.</li> <li>• Multiply and divide within 100.</li> <li>• Solve problems involving the four operations, and identify and explain patterns in arithmetic.</li> </ul> | <ul style="list-style-type: none"> <li>• Use the four operations with whole numbers to solve problems.</li> <li>• Gain familiarity with factors and multiples.</li> <li>• Generate and analyze patterns.</li> </ul> | <ul style="list-style-type: none"> <li>• Write and interpret numerical expressions.</li> <li>• Analyze patterns and relationships</li> </ul>   | M1.1.2<br>M1.1.4<br>M1.2.1<br>M1.2.2<br>M1.2.3<br>M1.2.4<br>M1.2.5<br>M1.3.1<br>M1.3.2<br>M1.3.4<br>M1.3.5<br>M1.3.6<br>M1.3.7<br>M1.3.14<br>M1.3.15<br>M2.1.1<br>M2.1.2<br>M2.2.1<br>M2.2.6<br>M2.2.8<br>M5.1.1<br>M5.1.2 |
| Number and Operations in Base Ten<br>(NBT) | Work with numbers 11–19 to gain foundations  | Extend the counting sequence. <ul style="list-style-type: none"> <li>• Understand place value.</li> <li>• Use place value understanding and properties of operations to</li> </ul>  | <ul style="list-style-type: none"> <li>• Understand place value.</li> <li>• Use place value understanding and properties of operations to add and subtract.</li> </ul>   | Use place value understanding and properties of operations to perform multi-digit arithmetic  | <ul style="list-style-type: none"> <li>• Generalize place value understanding for multi-digit whole numbers.</li> <li>• Use place value understanding and properties of operations to</li> </ul>                    | <ul style="list-style-type: none"> <li>• Understand the place value system.</li> <li>• Perform operations with multi-digit whole numbers and with decimals to hundredths.</li> </ul> | M1.1.2<br>M1.1.3<br>M1.1.5<br>M1.1.6<br>M1.1.7<br>M1.1.14<br>M1.4.5?<br>M1.2.2<br>M1.2.3<br>M1.2.8   |

| Common Core Math Domains                       | Kindergarten | 1 <sup>st</sup> Grade | 2 <sup>nd</sup> Grade | 3 <sup>rd</sup> Grade | 4 <sup>th</sup> Grade  | 5 <sup>th</sup> Grade  | CASAS Content Standards   |
|--|--------------|-----------------------|-----------------------|-----------------------|--|--|---|
|  |              | add and subtract.     |                       |                       | perform multi-digit arithmetic   |  | M1.3.6<br>M1.3.7<br>M1.3.9<br>M1.3.16<br>M2.2.2   |
| Number and Operations in Fractions<br><br>(NF) |              |                       |                       |                       | <ul style="list-style-type: none"> <li>• Extend understanding of fraction equivalence and ordering.</li> <li>• Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</li> <li>• Understand decimal notation for fractions, and compare decimal fractions.</li> </ul> | <ul style="list-style-type: none"> <li>• Use equivalent fractions as a strategy to add and subtract fractions.</li> <li>• Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</li> </ul> | M1.1.5<br>M1.1.8<br>M1.1.9<br>M1.1.10<br>M1.2.6<br>M1.2.7<br>M1.3.10<br>M1.3.11<br>M1.3.12<br>M1.3.13 |

| Common Core Math Domains  | Kindergarten   | 1 <sup>st</sup> Grade  | 2 <sup>nd</sup> Grade   | 3 <sup>rd</sup> Grade  | 4 <sup>th</sup> Grade  | 5 <sup>th</sup> Grade  | CASAS Content Standards   |
|---------------------------|--|--|---|--|--|--|---|
| Measurement and Data (MD) | Describe and compare measurable attributes.<br>• Classify objects and count the number of objects in categories. | • Measure lengths indirectly and by iterating length units.<br>• Tell and write time.<br>• Represent and interpret data. | Measure and estimate lengths in standard units.<br>• Relate addition and subtraction to length.<br>• Work with time and money.<br>• Represent and interpret data. | • Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.<br>• Represent and interpret data.<br>• Geometric measurement: understand concepts of area and relate area to multiplication and to addition.<br>• Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures | • Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.<br>• Represent and interpret data.<br>• Geometric measurement: understand concepts of angle and measure angles | • Convert like measurement units within a given measurement system.<br>• Represent and interpret data.<br>• Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition | M1.2.3<br>M2.2.8<br>M3.2.4<br>M3.2.6<br>M3.2.8<br>M4.1.1<br>M4.1.4<br>M4.1.5<br>M4.1.6<br>M4.1.8<br>M4.1.9<br>M4.1.11<br>M4.2.1<br>M4.2.2<br>M4.2.5<br>M4.2.6<br>M4.2.7<br>M4.2.8<br>M4.2.9<br>M4.2.13<br>M4.2.14<br>M4.3.1<br>M4.3.2<br>M4.3.4<br>M4.3.6<br>M4.3.7<br>M5.1.1<br>M5.1.2<br>M5.1.5<br>M5.1.6<br>M5.2.1<br>M5.2.2 |

| Common Core Math Domains | Kindergarten  | 1 <sup>st</sup> Grade                    | 2 <sup>nd</sup> Grade                      | 3 <sup>rd</sup> Grade                      | 4 <sup>th</sup> Grade  | 5 <sup>th</sup> Grade  | CASAS Content Standards  |
|--------------------------|---|--|--|--|--|--|--|
| Geometry<br>(G)          | Identify and describe shapes.<br>• Analyze, compare, create, and compose shapes | Reason with shapes and their attributes. | • Reason with shapes and their attributes. | • Reason with shapes and their attributes. | • Draw and identify lines and angles, and classify shapes by properties of their lines and angles. | • Graph points on the coordinate plane to solve real-world and mathematical problems.<br>• Classify two-dimensional figures into categories based on their properties. | M1.1.8<br>M2.3.7<br>M3.1.2<br>M3.1.3<br>M3.1.4<br>M3.1.5<br>M3.1.6<br>M3.1.9<br>M3.2.1<br>M3.2.7<br>M3.3.1<br>M3.3.2 |

## Part 2 - Common Core Standards for Mathematics - Grades 6 – 8 and High School

| Common Core Math Domain   | 6 <sup>th</sup> Grade  | 7 <sup>th</sup> Grade   | 8 <sup>th</sup> Grade  | High School  | CASAS Content Standards  |
|---|--|---|--|--|--|
| RATIOS and PROPORTIONAL RELATIONSHIPS (RP)  | <ul style="list-style-type: none"> <li>Understand ratio concepts and use ratio reasoning to solve problems.</li> </ul>   | <ul style="list-style-type: none"> <li>Develop understanding of statistical variability.</li> <li>Summarize and describe distributions</li> </ul> |  |  | M1.3.13<br>M1.4.1<br>M1.4.2<br>M1.4.3<br>M1.4.4<br>M1.4.5<br>M1.4.6<br>M1.4.7<br>M1.4.8<br>M1.4.9<br>M2.3.6<br>M2.3.8<br>M4.2.3<br>M4.2.10<br>M2.3.6<br>M4.2.6<br>M4.5.1<br>M4.5.2<br>M4.5.3<br>M4.5.6 |
| NUMBER and QUANTITY<br><br>6 <sup>th</sup> – 8 <sup>th</sup> Grade:<br>The Number System (NS)<br><br>Quantity (Q)<br><br>High School: | <ul style="list-style-type: none"> <li>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</li> <li>Compute fluently with multi-digit numbers and find common factors and multiples.</li> <li>Apply and extend previous</li> </ul> | <ul style="list-style-type: none"> <li>Develop understanding of statistical variability.</li> <li>Summarize and describe distributions</li> </ul> | <ul style="list-style-type: none"> <li>Know that there are numbers that are not rational, and approximate them by rational numbers.</li> </ul> | The Real Number System (N-RN)<br><ul style="list-style-type: none"> <li>Extend the properties of exponents to rational exponents</li> <li>Use properties of rational and irrational numbers.</li> </ul> Quantities (Q)<br><ul style="list-style-type: none"> <li>Reason quantitatively and use units to solve problems</li> </ul> The Complex Number System (N-CN)<br><ul style="list-style-type: none"> <li>Perform arithmetic</li> </ul> | M1.2.9<br>M1.3.6<br>M1.3.8<br>M1.3.12<br>M1.3.15<br>M1.3.16<br>M1.3.17<br>M1.4.3<br>M2.3.2<br>M2.3.3<br>M2.3.4<br>M2.3.5<br>M2.3.7   |

| Common Core Math Domain  | 6 <sup>th</sup> Grade   | 7 <sup>th</sup> Grade  | 8 <sup>th</sup> Grade  | High School   | CASAS Content Standards   |
|--|---|--|--|---|---|
| <p>The Real Number System (N-RN)</p> <p>Quantities (N-Q)</p> <p>The Complex Number System (N-CN)</p> <p>Vector and Matrix Quantities (N-VM)</p>  | <p>understandings of numbers to the system of rational numbers</p>  |  |  | <p>operations with complex numbers</p> <ul style="list-style-type: none"> <li>• Represent complex numbers and their operations on the complex plane</li> <li>• Use complex numbers in polynomial identities and equations</li> </ul> <p>Vector and Matrix Quantities (N-VM)</p> <ul style="list-style-type: none"> <li>• Represent and model with vector quantities.</li> <li>• Perform operations on vectors.</li> <li>• Perform operations on matrices and use matrices in applications.</li> </ul>     | <p>M4.2.11</p> <p>M4.5.5</p> <p>M5.1.8</p>  |
| <p>ALGEBRA (A)</p> <p>Expressions and Equations (EE)</p> <p>High School only:</p> <p>Seeing Structure in Expressions (A-SSE)</p> <p>Arithmetic with Polynomials and Rational Expressions (A-APR)</p> | <ul style="list-style-type: none"> <li>• Apply and extend previous understandings of arithmetic to algebraic expressions.</li> <li>• Reason about and solve one-variable equations and inequalities.</li> <li>• Represent and analyze quantitative relationships between dependent and independent variables</li> </ul> | <ul style="list-style-type: none"> <li>• Use properties of operations to generate equivalent expressions.</li> <li>• Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</li> </ul> | <ul style="list-style-type: none"> <li>• Work with radicals and integer exponents.</li> <li>• Understand the connections between proportional relationships, lines, and linear equations.</li> <li>• Analyze and solve linear equations and pairs of simultaneous linear equations.</li> </ul> | <p>Seeing Structure in Expressions (A-SSE)</p> <ul style="list-style-type: none"> <li>• Interpret the structure of expressions</li> <li>• Write expressions in equivalent forms to solve problems</li> </ul> <p>Arithmetic with Polynomials and Rational Expressions (A-APR)</p> <ul style="list-style-type: none"> <li>• Perform arithmetic operations on polynomials</li> <li>• Understand the relationship between zeros and factors of polynomials</li> <li>• Use polynomial identities to</li> </ul> | <p>M1.1.15</p> <p>M1.3.16</p> <p>M1.3.17</p> <p>M2.1.1</p> <p>M2.1.3</p> <p>M2.1.4</p> <p>M2.2.3</p> <p>M2.2.4</p> <p>M2.2.5</p> <p>M2.2.6</p> <p>M2.2.7</p> <p>M2.2.8</p> <p>M2.2.9</p> <p>M2.2.10</p> <p>M2.2.11</p> <p>M2.2.12</p> <p>M2.2.13</p> <p>M2.2.15</p> |



| Common Core Math Domain   | 6 <sup>th</sup> Grade | 7 <sup>th</sup> Grade | 8 <sup>th</sup> Grade   | High School   | CASAS Content Standards   |
|---|-----------------------|-----------------------|---|---|---|
| Creating Equations (A-CED)<br><br>Reasoning with Equations and Inequalities (A-REI)   |                       |                       |   | solve problems <ul style="list-style-type: none"> <li>• Rewrite rational expressions</li> </ul> Creating Equations (A-CED) <ul style="list-style-type: none"> <li>• Create equations that describe numbers or relationships</li> </ul> Reasoning with Equations and Inequalities (A-REI) <ul style="list-style-type: none"> <li>• Understand solving equations as a process of reasoning and explain the reasoning</li> <li>• Solve equations and inequalities in one variable</li> <li>• Solve systems of equations</li> <li>• Represent and solve equations and inequalities graphically</li> </ul> | M2.3.1<br>M2.3.6<br>M2.3.8<br>M2.3.11<br>M4.5.1<br>M4.5.2             |
| Functions (F)<br><br>High School Only:<br><br>Interpreting Functions (F-IF)<br><br>Building Functions (F-BF)<br><br>Linear, Quadratic, and Exponential Models (F-LE)<br><br>Trigonometric |                       |                       | <ul style="list-style-type: none"> <li>• Define, evaluate, and compare functions.</li> <li>• Use functions to model relationships between quantities</li> </ul> | Interpreting Functions (F-IF) <ul style="list-style-type: none"> <li>• Understand the concept of a function and use function notation</li> <li>• Interpret functions that arise in applications in terms of the context</li> </ul> Building Functions (F-BF) <ul style="list-style-type: none"> <li>• Analyze functions using different representations</li> <li>• Build a function that models a relationship between two quantities</li> <li>• Build new functions from existing functions</li> </ul> Linear, Quadratic, and  | M2.1.3<br>M2.3.1<br>M2.3.9<br>M2.3.12<br>M2.3.13<br>M2.3.14<br>M4.5.5 |

| Common Core Math Domain  | 6 <sup>th</sup> Grade   | 7 <sup>th</sup> Grade   | 8 <sup>th</sup> Grade   | High School   | CASAS Content Standards  |
|--|---|---|---|---|--|
| Functions (F-TF)   |   |   |   | Exponential Models (F-LE) <ul style="list-style-type: none"> <li>• Construct and compare linear, quadratic, and exponential models and solve problems</li> <li>• Interpret expressions for functions in terms of the situation they model</li> </ul> Trigonometric Functions (F-TF) <ul style="list-style-type: none"> <li>• Extend the domain of trigonometric functions using the unit circle</li> <li>• Model periodic phenomena with trigonometric functions</li> <li>• Prove and apply trigonometric identities</li> </ul> |  |
| Geometry (G)<br><br>High School Only:<br><br>Congruence (G-CO)<br><br>Similarity, Right Triangles, and Trigonometry (G-SRT)<br><br>Circles | <ul style="list-style-type: none"> <li>• Solve real-world and mathematical problems involving area, surface area, and volume</li> </ul> | <ul style="list-style-type: none"> <li>• Draw, construct and describe geometrical figures and describe the relationships between them.</li> <li>• Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</li> </ul> | <ul style="list-style-type: none"> <li>• Understand congruence and similarity using physical models, transparencies, or geometry software.</li> <li>• Understand and apply the Pythagorean Theorem.</li> <li>• Solve real-world and mathematical problems involving volume of cylinders, cones and spheres</li> </ul> | Congruence (G-CO) <ul style="list-style-type: none"> <li>• Experiment with transformations in the plane</li> <li>• Understand congruence in terms of rigid motions</li> <li>• Prove geometric theorems</li> <li>• Make geometric constructions</li> </ul> Similarity, Right Triangles, and Trigonometry (G-SRT) <ul style="list-style-type: none"> <li>• Understand similarity in terms of similarity transformations</li> <li>• Prove theorems involving similarity</li> </ul>   | M2.2.14<br>M3.1.2<br>M3.1.6<br>M3.1.7<br>M3.1.8<br>M3.1.9<br>M3.1.11<br>M3.2.2<br>M3.2.3<br>M3.2.6<br>M3.2.9<br>M3.3.3<br>M3.3.4<br>M3.3.5<br>M3.3.6<br>M3.3.7<br>M4.3.1 |

| Common Core Math Domain   | 6 <sup>th</sup> Grade | 7 <sup>th</sup> Grade | 8 <sup>th</sup> Grade | High School  | CASAS Content Standards  |
|---|-----------------------|-----------------------|-----------------------|--|--|
| (G-C)<br><br>Expressing Geometric Properties with Equations (G-GPE)<br><br>Geometric Measurement and Dimension (G-GMD)<br><br>Modeling with Geometry (G-MG) |                       |                       |                       | <ul style="list-style-type: none"> <li>• Define trigonometric ratios and solve problems involving right triangles</li> <li>• Apply trigonometry to general triangles</li> </ul> Circles (G-C) <ul style="list-style-type: none"> <li>• Understand and apply theorems about circles</li> <li>• Find arc lengths and areas of sectors of circles</li> </ul> Expressing Geometric Properties with Equations (G-GPE) <ul style="list-style-type: none"> <li>• Translate between the geometric description and the equation for a conic section</li> <li>• Use coordinates to prove simple geometric theorems algebraically</li> </ul> Geometric Measurement and Dimension (G-GMD) <ul style="list-style-type: none"> <li>• Explain volume formulas and use them to solve problems</li> <li>• Visualize relationships between two dimensional and three-dimensional objects</li> </ul> Modeling with Geometry (G-MG) <ul style="list-style-type: none"> <li>• Apply geometric concepts in modeling situations reasoning.</li> </ul> | M4.3.2<br>M4.3.3<br>M4.3.4<br>M4.3.6<br>M4.3.7<br>M4.3.8<br>M4.3.9<br>M4.4.1<br>M4.4.2<br>M4.4.3?<br>M4.4.4? |

| Common Core Math Domain   | 6 <sup>th</sup> Grade   | 7 <sup>th</sup> Grade   | 8 <sup>th</sup> Grade  | High School   | CASAS Content Standards   |
|---|---|---|--|---|---|
| STATISTICS and PROBABILITY (SP)<br><br>High School Only:<br><br>Interpreting Categorical and Quantitative Data (S-ID)<br><br>Making Inferences and Justifying Conclusions (S-IC)<br><br>Conditional Probability and the Rules of Probability (S-CP)<br><br>Using Probability to Make Decisions (S-MD) | <ul style="list-style-type: none"> <li>Develop understanding of statistical variability.</li> <li>Summarize and describe distributions</li> </ul> | <ul style="list-style-type: none"> <li>Use random sampling to draw inferences about a population.</li> <li>Draw informal comparative inferences about two populations.</li> <li>Investigate chance processes and develop, use, and evaluate probability models</li> </ul> | <ul style="list-style-type: none"> <li>Investigate patterns of association in bivariate data.</li> </ul> | Interpreting Categorical and Quantitative Data (S-ID) <ul style="list-style-type: none"> <li>Summarize, represent, and interpret data on a single count or measurement variable</li> <li>Summarize, represent, and interpret data on two categorical and quantitative variables</li> <li>Interpret linear models</li> </ul> Making Inferences and Justifying Conclusions (S-IC) <ul style="list-style-type: none"> <li>Understand and evaluate random processes underlying statistical experiments</li> <li>Make inferences and justify conclusions from sample surveys, experiments and observational studies</li> </ul> Conditional Probability and the Rules of Probability (S-CP) <ul style="list-style-type: none"> <li>Understand independence and conditional probability and use them to interpret data</li> </ul> Using Probability to Make Decisions (S-MD) <ul style="list-style-type: none"> <li>Use the rules of probability to compute probabilities of compound events in a uniform probability model</li> <li>Calculate expected values and use them to solve problems</li> </ul> | M2.3.6<br>M2.3.8<br>M4.3.6<br>M5.1.6<br>M5.1.7<br>M5.1.8<br>M5.2.1<br>M5.2.3<br>M5.2.4<br>M5.2.5<br>M5.2.6<br>M5.2.7<br>M5.2.8<br>M5.2.9<br>M5.2.10<br>M5.2.12<br>M5.2.13<br>M5.3.1<br>M5.3.2<br>M5.3.3<br>M5.3.4 |

| Common Core Math Domain | 6 <sup>th</sup> Grade | 7 <sup>th</sup> Grade | 8 <sup>th</sup> Grade | High School   | CASAS Content Standards |
|-------------------------|-----------------------|-----------------------|-----------------------|---|-------------------------|
|                         |                       |                       |                       | <ul style="list-style-type: none"> <li>• Use probability to evaluate outcomes of decisions</li> </ul> |                         |

## About Table 4

Refer to the CASAS website for a correlation between NRS and CASAS levels.  
Click on following link to see the [CASAS to NRS Levels for ABE, ASE, and ESL Correlation Tables](#).

NRS – *National Reporting System*

ABE/ASE – *Adult Basic Education/ Adult Second Education*

### How to read this table:

- 1) Locate the CASAS Math Content Standards down the 2 left hand columns.
- 2) Follow the row across to identify which Common Core Math CONTENT Standards (far right hand column) that most closely align with each CASAS Math Standard.
- 3) The grade level is the first digit of the Common Core Math Content Standard (e.g. K.CC.3 = Kindergarten)
- 4) The second part is the “domain” or concept category (e.g. K.CC.3 -Counting and Cardinality)
- 5) The last digit is the Common Core Content Standard. (e.g. K.CC.3. Write numbers from 0-10.)

**Table 4: CASAS Math Content Standards to Common Core Standards for Mathematics (Content)**

|        |   | NRS ABE/ASE LEVELS |   |   |   |   |   | CCS  |
|--------|---|--------------------|---|---|---|---|---|--|
| NEW    |   | CASAS LEVELS       |   |   |   |   |   | K-12   |
|        |   | 1                  | 2 | 3 | 4 | 5 | 6 |  |
| M1     | Number sense                                    |                    |   |   |   |   |   |  |
| M1.1   | Read, write, order and compare rational numbers |                    |   |   |   |   |   |  |
| M1.1.1 | Associate numbers with quantities               | •                  |   |   |   |   |   | K.CC.3<br>K.CC.4<br>K.CC.5<br>K.CC.7             |
| M1.1.2 | Count with whole numbers                        | •                  |   |   |   |   |   | K.CC.1<br>K.CC.2<br>1.OA.5<br>1.NBT.1<br>2.NBT.2 |
| M1.1.3 | Count by 2s, 5s, and 10s up to 100              | •                  |   |   |   |   |   | K.CC.1<br>2.NBT.2                                |
| M1.1.4 | Recognize odd and even numbers                  | •                  | • |   |   |   |   | 2.OA.3   |

|         |   | NRS ABE/ASE LEVELS |   |   |   |   |   | CCS   |
|---------|---|--------------------|---|---|---|---|---|---|
| NEW     | CASAS LEVELS  | 1                  | 2 | 3 | 4 | 5 | 6 | K-12  |
|         |   | A                  | B | B | C | D | E |   |
| M1.1.5  | Understand the decimal place value system: read, write, order and compare whole and decimal numbers (e.g., $0.13 > 0.013$ because $13/100 > 13/1000$ )                                    |                    | • | • | • |   |   | 1.NBT.1<br>1.NBT.2<br>1.NBT.3<br>2.NBT.1<br>2.NBT.4<br>4.NBT.1<br>4.NBT.2<br>4.NF.7<br>5.NBT.3            |
| M1.1.6  | Round off numbers to the nearest 10, 100, 1000 and/or to the nearest whole number, tenth, hundredth or thousandth according to the demands of the context                                 |                    |   | • | • |   |   | 3.NBT.1<br>4.NBT.3<br>5.NBT.4   |
| M1.1.7  | Using place value, compose and decompose numbers with up to 5 digits and/or with three decimal places (e.g. $54.8 = 5 \times 10 + 4 \times 1 + 8 \times 0.1$ )                            |                    | • | • | • |   |   | 2.NBT.2<br>4.NBT.2<br>5.NBT.1   |
| M1.1.8  | Interpret and use a fraction in context (e.g. as a portion of a whole area or set)  | •                  | • |   |   |   |   | 1.G.3<br>2.G.3<br>3.G.2<br>3.NF.2   |
| M1.1.9  | Find equivalent fractions and simplify fractions to lowest terms  |                    |   | • | • |   |   | 4.NF.1  |
| M1.1.10 | Use common fractions to estimate the relationship between two quantities (e.g., $31/179$ is close to $1/6$ )  | •                  | • | • | • |   |   | 3.NF.3<br>4.NF.2  |
| M1.1.11 | Convert between mixed numbers and improper fractions  |                    |   | • | • |   |   | 4.NF.4  |
| M1.1.12 | Use common fractions and their decimal equivalents interchangeably  |                    |   | • | • |   |   | 4.NF.6  |
| M1.1.13 | Read, write, order and compare positive and negative real numbers (integers, decimals, and fractions)   |                    |   |   | • |   |   | 2.NBT.3   |
| M1.1.14 | Interpret and use scientific notation   |                    |   |   | • | • | • | 8.EE.3<br>8.EE.4  |
| M1.2    | Demonstrate understanding of the operations of addition and subtraction, their relation to each other, and their application in solving problems with rational numbers                    |                    |   |   |   |   |   |   |
| M1.2.1  | Mentally add and subtract positive whole numbers less than 20   | •                  | • |   |   |   |   | 2.OA.2  |
| M1.2.2  | Add and subtract positive multi-digit numbers, including decimal numbers  | •                  | • |   |   |   |   | 1.OA.6<br>1.NBT.4<br>1.NBT.5<br>1.NBT.6<br>2.NBT.5<br>2.NBT.6<br>2.NBT.7<br>3.NBT.2<br>4.NBT.4<br>5.NBT.7 |
| M1.2.3  | Recognize when a problem situation requires addition or subtraction with multi-digit positive integers and decimal numbers, carry out the computation and interpret the answer in context | •                  | • | • | • | • | • | 1.OA.1<br>2.OA.1<br>2.MD.5<br>5.NBT.7   |
| M1.2.4  | Use the inverse relationship between addition and subtraction to write problem statements and to check computation (e.g., add back to check subtraction)                                  | •                  | • | • |   |   |   | 1.OA.4<br>2.OA.1<br>2.NBT.5-9   |

|         |  | NRS ABE/ASE LEVELS |   |   |   |   |   | CCS   |
|---------|--|--------------------|---|---|---|---|---|---|
| NEW     |  | CASAS LEVELS       |   |   |   |   |   | K-12  |
|         |  | 1                  | 2 | 3 | 4 | 5 | 6 |   |
|         |  | A                  | B | B | C | D | E |   |
| M1.2.5  | Use the commutative property of addition to restate problems (e.g., $34.2 + 6 = 6 + 34.2$ ) and recognize the proper order to write subtraction problems and enter them into a calculator.               |                    | • | • | • | • | • | 1.OA.3<br>2.NBT.9   |
| M1.2.6  | Add and subtract fractions and mixed numbers including those with unlike denominators  |                    | • | • | • |   |   | 4.NF.3<br>5.NF.1  |
| M1.2.7  | Recognize when a problem situation requires adding and/or subtracting with fractions and mixed numbers, carry out the computation and interpret the answer in context                                    |                    | • | • | • | • | • | 4.NF.3<br>5.NF.2  |
| M1.2.8  | Use estimation strategies to determine reasonable answers to addition and subtraction problems involving integers, decimal numbers and fractions   |                    | • | • | • | • | • | 5.NBT.4   |
| M1.2.9  | Express the result of adding and subtracting to the level of precision indicated by the problem (e.g., as in measurements)   |                    |   | • | • | • | • | N-Q.3   |
| M1.3    | Demonstrate understanding of the operations of multiplication and division, their relation to each other and their application in solving problems with rational numbers.                                |                    |   |   |   |   |   |   |
| M1.3.1  | Mentally double all integers to 20 and halve even integers to 20   | •                  | • |   |   |   |   | 3.OA.7  |
| M1.3.2  | Know multiplication facts for integers through 12 and recognize their perfect squares  |                    | • | • |   |   |   | 3.OA.7  |
| M1.3.3  | Mentally multiply and divide numbers by 10, 100, 1000  |                    | • | • |   |   |   | 3.NBT.3   |
| M1.3.4  | Identify integers that are multiples of 2, 3, 4, 5, or 10  |                    | • |   |   |   |   | 4.OA.4  |
| M1.3.5  | Find factors of whole numbers to 100 (i.e. 36 is divisible by 1,2,3,4,6,9,12,18 and 37 is prime)   |                    | • | • | • |   |   | 4.OA.4  |
| M1.3.6  | Recognize when a problem situation requires multiplying and/or dividing with multi-digit positive integers and decimal numbers, carry out the computation accurately and interpret the answer in context | •                  | • | • | • | • | • | 3.OA.3<br>3.OA.8<br>4.NBT.5<br>4.OA.2<br>4.OA.3<br>5.NBT.5<br>5.NBT.6<br>6.NS.2<br>6.NS.3 |
| M1.3.7  | Use the inverse relationship of multiplication and division to write problem statements and to check a calculation (i.e. multiply back to check division)  |                    | • | • | • |   |   | 3.OA.4<br>4.NS.6  |
| M1.3.8  | Express the result of multiplying and dividing to the level of precision indicated by the problem  |                    | • | • | • | • | • | N-Q.3   |
| M1.3.9  | Use the context to determine whether the answer to a division problem should be rounded off or if the remainder should be expressed as a fraction. (e.g. currency contexts usually do not use fractions) |                    | • | • | • |   |   | 4.NS.6  |
| M1.3.10 | Use fractional notation to indicate division (i.e., $6 \div 11 = 6/11$ ; $12 \div 4 = 12 \times \frac{1}{4}$ )   |                    | • | • |   |   |   | 5.NF.3  |
| M1.3.11 | Find fractional parts of whole numbers and/or decimal numbers. (e.g. $\frac{1}{4}$ of the \$8.3 million budget)  |                    |   | • | • |   |   | 4.NF.4<br>5.NF.4  |
| M1.3.12 | Recognize when a problem situation requires multiplying and/or dividing with fractions and mixed numbers, carry out the computation and interpret the answer in context                                  |                    |   | • | • | • | • | 5.NF.3<br>5.NF.4<br>5.NF.6<br>5.NF.7<br>6.NS.1  |



|         |   | NRS ABE/ASE LEVELS |   |   |   |   |   | CCS                                   |
|---------|---|--------------------|---|---|---|---|---|---------------------------------------|
| NEW     |   | CASAS LEVELS       |   |   |   |   |   | K-12                                  |
|         |   | 1                  | 2 | 3 | 4 | 5 | 6 |                                       |
|         |   | A                  | B | B | C | D | E |                                       |
| M1.3.13 | Use estimation strategies to determine reasonable answers to multiplication and division problems involving integers, decimal numbers and fractions (i.e., rounding to nearest multiple, benchmark fractions, etc.)       |                    |   | • | • |   |   | 5.NF.5<br>6.RP.3                      |
| M1.3.14 | Use the commutative property of multiplication to restate problems (e.g., $20 \times 0.25 = \frac{1}{4} \times 20$ ) and recognize the proper order to write a division problem and to enter it into a calculator         |                    | • | • | • | • | • | 3.OA.5                                |
| M1.3.15 | Use the distributive property of multiplication over addition (e.g., $4(136) = 4(100 + 30 + 6)$ )   |                    |   | • | • |   |   | 3.OA.5<br>6.NS.4                      |
| M1.3.16 | Use exponential notation to indicate repeated multiplication as in squaring and cubing  |                    |   | • | • | • |   | 5.NBT.2<br>6.EE.1<br>8.EE.1<br>N-RN.1 |
| M1.3.17 | Read, write, and interpret the radical sign ( $\sqrt{\quad}$ ) for square roots and ( $\sqrt[3]{\quad}$ ) for cube roots  |                    |   |   | • | • |   | 8.EE.1<br>N-RN.1<br>N-RN.2            |
| M1.4    | Understand the meaning of ratio, proportion and percent and use them to solve problems  |                    |   |   |   |   |   |                                       |
| M1.4.1  | Recognize comparisons between quantities in situations that can be expressed as a ratio (e.g., he makes 3 out of 5 free throws) and those that can't (e.g., their final score, 11, was 4 more than the opponent's score.) |                    |   | • | • | • |   | 6.RP.1<br>6.RP.2                      |
| M1.4.2  | Write and solve proportions for situations where two ratios are equal (e.g. currency conversion)  |                    |   |   | • | • | • | 6.RP.3<br>7.RP.2<br>7.RP.3            |
| M1.4.3  | Find the percent equivalents to fractions and decimals  |                    | • | • | • |   |   | 6.RP.3C<br>7.NS.2D                    |
| M1.4.4  | Know the percent equivalent to common benchmark fractions ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{3}{4}$ , $\frac{1}{10}$ , $\frac{1}{5}$ , etc) and use them interchangeably for solving problems                       |                    |   | • | • |   |   | 6.RP.3C                               |
| M1.4.5  | Mentally find 10% and/or 1% of an integer or decimal number   |                    |   | • | • |   |   | 6.RP.3C                               |
| M1.4.6  | Estimate percentages of numbers by using benchmark percents (10%, 25%, 50%) or combinations of them (e.g., 31% of 89 $\approx$ 3(10% of 90) = 27)   |                    |   | • | • |   |   | 6.RP.3C                               |
| M1.4.7  | Calculate a missing value from a percent relationship – the percentage, the percent, or the base – using paper and pencil or a calculator   |                    | • | • | • | • | • | 7.RP.2                                |
| M1.4.8  | Understand and solve problems using percents greater than 100% and less than 1%   |                    |   |   | • |   |   | 7.RP.2                                |
| M1.4.9  | Calculate percent of change (increase or decrease) in a variety of situations, including those involving money  |                    |   | • | • |   |   | 7.RP.3                                |
| M1.5    | Use strategies and tools to solve problems.   |                    |   |   |   |   |   |                                       |
| M1.5.1  | Determine when and how to split up a problem into simpler parts   |                    |   | • | • | • | • | N.Q all                               |
| M1.5.2  | Apply strategies and results from simpler problems to more complex problems   |                    |   | • | • | • | • | N.Q all                               |
| M1.5.3  | Use a calculator when appropriate   |                    |   | • | • | • | • |                                       |
| M2      | Algebra   |                    |   |   |   |   |   |                                       |
| M2.1    | Find structure and patterns in arithmetic number sequences and contextual situations  |                    |   |   |   |   |   |                                       |
| M2.1.1  | Recognize the identity, commutative, associative and distributive properties for addition and multiplication as they apply in arithmetic procedures   | •                  | • | • |   |   |   | 3.OA.5<br>6.EE.3                      |

|         |   | NRS ABE/ASE LEVELS |   |   |   |   |   | CCS  |
|---------|---|--------------------|---|---|---|---|---|--|
| NEW     |   | CASAS LEVELS       |   |   |   |   |   | K-12   |
|         |   | 1                  | 2 | 3 | 4 | 5 | 6 |  |
|         |   | A                  | B | B | C | D | E |  |
| M2.1.2  | Use tables and algebraic expressions to generalize recurring numeric patterns (e.g. find the rule) and in contextual situations (e.g., seating at different-sized banquet tables) |                    |   | • | • | • | • | 2.OA.4<br>3.OA.9<br>4.OA.5<br>5.OA.3                               |
| M2.1.3  | Find the nth term in the sequence in a functional relationship and predict how changes in one quantity will affect another  |                    |   | • | • |   |   | 6.EE.9<br>8.F.4<br>F-BF.2  |
| M2.1.4  | Apply the correct order of operations   |                    |   | • | • |   |   | 7.EE.1   |
| M2.2    | Use variables, simplify expressions and solve equations   |                    |   |   |   |   |   |  |
| M2.2.1  | Use notational conventions such as parentheses and the various ways of representing multiplication  |                    |   |   | • | • |   | 5.OA.1   |
| M2.2.2  | Interpret symbols $<$ , $>$ , $\neq$ and use them to express number relationships   |                    |   | • | • | • |   | 4.NBT.2  |
| M2.2.3  | Recognize and interpret the different meanings and uses of variables (i.e., $2x + 1 = 7$ ; $y = 2x + 1$ ; $A = l \times w$ ; $a + -a = 0$ )                                       |                    |   |   | • | • |   | 6.EE.2<br>6.EE.6<br>7.EE.4   |
| M2.2.4  | Evaluate expressions that include unknowns by substituting specific values for variables.   |                    |   |   | • | • |   | 6.EE.2<br>6.EE.6   |
| M2.2.5  | Use the distributive property and combine like terms to simplify an expression ( $5x + 3y - 2x = 3x + 3y$ ) and to factor ( $3x + 3y = 3(x + y)$ )                                |                    |   |   | • | • |   | 6.EE.3   |
| M2.2.6  | Apply the commutative and associative properties of addition and multiplication to rewrite expressions  |                    |   |   | • | • |   | 3.OA.5<br>6.EE.3   |
| M2.2.7  | Add, subtract, multiply and divide-polynomial expressions   |                    |   |   | • | • | • | A-APR.1  |
| M2.2.8  | Solve simple one-step equations with unknowns (e.g., $n - 7 = 9$ ; $3x = 24$ )  | •                  | • | • | • | • |   | 2.MD.5<br>3.OA.4<br>6.EE.5<br>6.EE.6<br>6.EE.7<br>7.EE.1<br>8.EE.7 |
| M2.2.9  | Use inverse operations and properties of equality to justify steps used in simplifying and solving more complex linear equations.   |                    |   |   | • | • | • | 7.EE.1<br>8.EE.1   |
| M2.2.10 | Solve problems involving life-skill-related and technical formulas (e.g., units $\times$ price = cost; $d = r \times t$ ; $V = l \times R$ )                                      |                    |   | • | • | • | • | 6.EE.9<br>7.EE.3<br>7.EE.4<br>A-CED.4                              |
| M2.2.11 | Use substitution to check the solution of an equation   |                    |   | • | • | • |   | 6.EE.5   |
| M2.2.12 | Solve inequalities  |                    |   |   | • | • | • | 6.EE.5<br>6.EE.8<br>7.EE.4<br>A-REI.3                              |
| M2.2.13 | Solve systems of linear equations   |                    |   |   | • | • | • | 8.EE.7<br>A-REI.3<br>A-REI.12                                      |
| M2.2.14 | Apply the Pythagorean theorem   |                    |   |   | • | • | • | 8.G.7<br>8.G.8   |
| M2.2.15 | Solve quadratic equations   |                    |   |   | • | • | • | A-REI.4<br>A-SSE.3   |

|         |   | NRS ABE/ASE LEVELS |   |   |   |   |   | CCS   |
|---------|---|--------------------|---|---|---|---|---|---|
| NEW     |   | 1                  | 2 | 3 | 4 | 5 | 6 | K-12  |
|         |   | A                  | B | B | C | D | E |   |
| M2.3    | Model mathematical relationships (particularly functional relationships) found in context using words, tables, graphs, as well as algebraic expressions and equations           |                    |   |   |   |   |   |   |
| M2.3.1  | Interpret and write expressions and equations for simple contextual math situations   |                    |   | • | • | • |   | A-SSE.1<br>A-CED.1<br>A-CED.2<br>F-BF.1<br>F-LE.5 |
| M2.3.2  | Place positive and negative numbers on a number line, and relate them to direction and change   |                    |   |   | • |   |   | 6.NS.5<br>6.NS.6<br>7.NS.1<br>8.NS.2              |
| M2.3.3  | Add, subtract, multiply and divide positive and negative numbers  |                    |   |   | • |   |   | 7.NS.1<br>7.NS.2                                  |
| M2.3.4  | Use absolute value in contextual situations emphasizing a number's magnitude  |                    |   |   | • | • |   | 6.NS.7  |
| M2.3.5  | Interpret and write expressions and equations representing contextual situations including those that involve fractions, decimals, percents and negative numbers                |                    |   |   | • | • | • | 7.NS.3  |
| M2.3.6  | Generate a table of values from an equation in two variables  |                    |   |   | • | • | • | 6.RP.3A<br>6.EE.9<br>8.SP.4                       |
| M2.3.7  | Demonstrate understanding of the Cartesian coordinate system by locating and plotting points (x,y) and creating a coordinate plane by drawing the axes and establishing a scale |                    |   |   | • | • | • | 5.G.1<br>5.G.2<br>6.NS.8                          |
| M2.3.8  | Determine the slope of a line and relate it to the rate of change in one quantity with respect to the other   |                    |   |   | • | • | • | 7.RP.2<br>8.EE.5<br>8.SP.3<br>S-ID.7              |
| M2.3.9  | Use a graph to answer questions about functional relationships between independent and dependent variables  |                    |   | • | • | • | • | 8.F.4<br>8.F.5                                    |
| M2.3.10 | Write the equation of a line given 2 points, or a slope and a single point  |                    |   |   | • | • | • | 7.RP.2<br>S-ID.7                                  |
| M2.3.11 | Plot more than one equation on the same plane and find their intersections  |                    |   |   | • | • | • | A.REI.11  |
| M2.3.12 | Graph a linear function   |                    |   |   | • | • | • | 8.F.1<br>8.F.2<br>8.F.3<br>F-IF.7                 |
| M2.3.13 | Graph non-linear functions (quadratic, rational, exponential) and compare rates of change   |                    |   |   |   | • | • | 8.F.3<br>8.F.5<br>F-LE.3<br>F-IF.6                |
| M2.3.14 | Make graphs of direct and indirect proportions from contextual situations with attention to the domain and range of each  |                    |   |   |   | • | • | F-IF.1<br>F-IF.4<br>F-IF.5                        |
| M2.3.15 | Interpret algebraic concepts and terminology used at the secondary level to solve computationally and conceptually challenging multistep problems                               |                    |   |   |   | • | • |   |
| M3      | Geometry  |                    |   |   |   |   |   |   |

|         |  | NRS ABE/ASE LEVELS |   |   |   |   |   | CCS   |
|---------|--|--------------------|---|---|---|---|---|---|
| NEW     |  | CASAS LEVELS       |   |   |   |   |   | K-12  |
|         |  | 1                  | 2 | 3 | 4 | 5 | 6 |   |
|         |  | A                  | B | B | C | D | E |   |
| M3.1    | Recognize, identify and describe the attributes of geometric shapes and use them in solving problems                                 |                    |   |   |   |   |   |   |
| M3.1.1  | Identify lines of symmetry in two-dimensional figures  |                    | • | • | • |   |   | 4.G.3   |
| M3.1.2  | Draw two-dimensional shapes with specific dimensions   |                    | • | • | • |   |   | 7.G.2<br>G-CO.12<br>G-CO.13                   |
| M3.1.3  | Identify and describe specific types of triangles based on their properties ( e.g. : right, acute, scalene, isosceles, equilateral ) |                    |   | • | • | • |   | 2.G.1<br>4.G.2                                |
| M3.1.4  | Recognize angles of a triangle have a sum of 180 degrees and use accordingly   |                    |   | • | • | • | • | 4.G.2   |
| M3.1.5  | Identify and describe specific types of quadrilaterals based on their properties (e.g. : rectangle, square, parallelogram, rhombus)  |                    |   | • | • | • |   | 2.G.1<br>4.G.2<br>5.G.3                       |
| M3.1.6  | Recognize angles of a quadrilateral have a sum of 360 degrees and use accordingly  |                    |   | • | • | • | • | 3.G.1<br>4.G.5<br>5.G.3                       |
| M3.1.7  | Identify polygons of various types   |                    |   | • | • | • |   | 2.G.1<br>3.G.1<br>4.G.2<br>5.G.3              |
| M3.1.8  | Identify elements of a circle: center, radius, diameter, arc, chord, sector  |                    |   | • | • | • |   | G-C.2   |
| M3.1.9  | Identify common three dimensional shapes of various types  |                    | • | • | • |   |   | 2.G.1<br>7.G.6                                |
| M3.1.10 | Interpret concepts of similarity, and identify figures that are similar or congruent   |                    |   |   | • | • |   | 8.G.2<br>8.G.4<br>8.G.5<br>G-SRT.2<br>G-SRT.5 |
| M3.1.11 | Use concepts and attributes of geometric shapes to find-unknown dimensions in figures and applications                               |                    |   |   | • | • | • | 3.G.1<br>6.G.4<br>7.G.6                       |
| M3.2    | Recognize, identify, describe and reason about lines and angles in two dimensions  |                    |   |   |   |   |   |   |
| M3.2.1  | Identify parallel, perpendicular and intersecting lines  |                    |   | • | • | • |   | 4.G.1   |
| M3.2.2  | Describe characteristics of angles formed by two intersecting lines, including complementary and supplementary angles                |                    |   | • | • | • | • | 7.G.5   |
| M3.2.3  | Describe characteristics of angles formed by a transversal intersecting parallel lines   |                    |   |   | • | • | • | 7.G.5<br>8.G.5                                |
| M3.2.4  | Demonstrate understanding of the 360-degree system of measuring angles and rotation  |                    |   | • | • | • |   | 4.MD.5  |
| M3.2.5  | Use benchmark angles of 45, 90 and 180 degrees to estimate the size of angles  |                    |   | • |   |   |   | 4.MD.7  |
| M3.2.6  | Identify rotations of 90, 180, 270 and 360 degrees as $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$ , full                           |                    |   | • | • | • |   | 4.MD.5  |
| M3.2.7  | Identify angles as right, acute, obtuse  |                    |   | • | • | • |   | 4.G.1   |
| M3.2.8  | Measure or draw an angle using a protractor  |                    |   | • | • | • |   | 4.MD.6  |
| M3.2.9  | Use reason to determine the size of unknown angles in complex drawings   |                    |   | • | • | • |   | 7.G.5   |

|         |   | NRS ABE/ASE LEVELS |   |   |   |   |   | CCS  |
|---------|---|--------------------|---|---|---|---|---|--|
| NEW     |   | CASAS LEVELS       |   |   |   |   |   | K-12   |
|         |   | 1                  | 2 | 3 | 4 | 5 | 6 |  |
|         |   | A                  | B | B | C | D | E |  |
| M3.3    | Use spatial relationships to interpret two and three-dimensional drawings and figures   |                    |   |   |   |   |   |  |
| M3.3.1  | Use the four main (N, S, E, W) and secondary (i.e. NW) compass directions for spatial orientation.                                      |                    | • | • | • |   |   |  |
| M3.3.2  | Use a map with a coordinate grid (e.g., C5) see comp 2.2.5  |                    |   | • | • |   |   | 5.G.1  |
| M3.3.3  | Enlarge or reduce similar figures, keeping them proportional  |                    |   |   | • | • |   | 7.G.1<br>G-CO.2                                |
| M3.3.4  | Combine, divide, rotate, reconfigure or transform shapes to alter figures and change their position on a coordinate grid                |                    | • | • | • | • | • | 8.G.1<br>8.G.3<br>G-CO.3<br>G-CO.4<br>G-CO.5   |
| M3.3.5  | Locate or position items in a two-dimensional coordinate system (e.g., in a d of a building)  |                    |   |   | • | • | • | 6.G.3  |
| M3.3.6  | Recognize or create a three-dimensional object from two-dimensional representations (e.g. follow a pattern)                             |                    | • | • | • | • | • | 6.G.4<br>G-GMD.4                               |
| M3.3.7  | Recognize and draw two-dimensional views of three-dimensional objects from different perspectives                                       |                    |   |   | • | • | • | G-MG.1   |
| M4      | Measurement   |                    |   |   |   |   |   |  |
| M4.1    | Use tools and apply estimation in measuring   |                    |   |   |   |   |   |  |
| M4.1.1  | Identify and use the appropriate units, instruments and techniques for measurement tasks  | •                  | • | • | • |   |   | 1.MD.2<br>2.MD.1<br>2.MD.2<br>2.MD.9<br>4.MD.6 |
| M4.1.2  | Read and use linear scales: a ruler, tape measure, metric rule, thermometer   | •                  | • | • | • |   |   | 3.MD.4   |
| M4.1.3  | Read the temperature from a thermometer in degrees F or C   |                    | • | • | • |   |   |  |
| M4.1.4  | Read and use analog scales: clocks, meters, gauges, (e.g. read to nearest lb., Kg, ½ lb., ½ Kg etc.)                                    | •                  | • | • |   |   |   | 2.MD.7<br>3.MD.1                               |
| M4.1.5  | Read and use digital scales: digital clocks, odometers  | •                  |   |   |   |   |   | 1.MD.3<br>2.MD.7<br>3.MD.1                     |
| M4.1.6  | Read and use various indicators of time ( e.g, place dates on time line, interpret numeric representations, compare 12- 24 hour clocks) | •                  | • |   |   |   |   | 1.MD.3   |
| M4.1.7  | Use non-standard measurement methods (e.g., using an object as a measure)   | •                  | • |   |   |   |   | 1.MD.1   |
| M4.1.8  | Compare the measure of one object to another (e.g., this is about 3 times as long as that; about 6 of these will fit in there)          |                    | • | • | • |   |   | 2.MD.4   |
| M4.1.9  | Use specialized measurement tools in contextual situations  |                    |   |   | • | • | • |  |
| M4.1.10 | Make rough-estimate approximations of measurements  |                    | • | • | • |   |   | 2.MD.3<br>3.MD.2                               |
| M4.1.11 | Recognize level of accuracy required in a given measurement situation in terms of precision, rounding, etc.                             |                    | • | • | • | • |   | N.Q.3  |
| M4.2    | Work fluently within measurement systems and use general equivalencies between them   |                    |   |   |   |   |   |  |
| M4.2.1  | Calculate with and convert between customary US units of linear measurement: inches, feet, yards, miles                                 |                    | • | • | • |   |   | 4.MD.1<br>5.MD.1                               |
| M4.2.2  | Calculate with and convert between metric units of linear measurement: meters, centimeters, millimeters, kilometers                     |                    | • | • | • | • |   | 4.MD.1<br>5.MD.1                               |

|             |  | NRS ABE/ASE LEVELS |   |   |   |   |   | CCS                                  |
|-------------|--|--------------------|---|---|---|---|---|--------------------------------------|
| NEW         |  | CASAS LEVELS       |   |   |   |   |   | K-12                                 |
|             |  | 1                  | 2 | 3 | 4 | 5 | 6 |                                      |
|             |  | A                  | B | B | C | D | E |                                      |
| M4.2.3      | Estimate equivalents between customary US and metric units of linear measure                                   |                    |   |   | • | • |   | 7.RP.2                               |
| M4.2.4      | Compare linear measurements, including in decimal notation (e.g., tolerances)                                  |                    |   |   | • | • |   | 4.NF.6                               |
| M4.2.5      | Calculate with and convert between customary US units of weight; ounces, pounds, tons                          |                    | • | • | • |   |   | 3.MD.1<br>4.MD.1<br>5.MD.1           |
| M4.2.6      | Calculate with and convert between metric units of weight: grams, kilograms, milligrams                        |                    |   |   | • | • |   | 3.MD.2<br>4.MD.1<br>5.MD.1           |
| M4.2.7      | Estimate equivalents between customary US and metric units of weight   |                    |   |   | • | • |   | 6.RP.3d                              |
| M4.2.8      | Calculate with and convert between customary US units of capacity: fluid ounces, cups, pints, quarts, gallons  |                    | • | • | • |   |   | 3.MD.2<br>4.MD.1<br>5.MD.1           |
| M4.2.9      | Calculate with and convert between metric units of capacity: liters, milliliters                               |                    |   |   | • | • |   | 3.MD.2<br>4.MD.1<br>5.MD.1           |
| M4.2.10     | Estimate equivalents between customary US and metric units of capacity   |                    |   |   | • | • |   | 6.RP.3d                              |
| M4.2.11     | Calculate with and compare temperatures, including those below zero  |                    | • | • | • | • |   | 6.NS.7C                              |
| M4.2.12     | Estimate equivalents between Fahrenheit and Celsius temperatures   |                    |   |   | • | • |   | 6.RP.3d                              |
| M4.2.13     | Calculate with and convert between units of time: seconds, minutes, hours, days, months, years                 |                    | • | • | • |   |   | 4.MD.1<br>4.MD.2<br>5.MD.1           |
| M4.2.14     | Use decimal placement and metric prefixes to convert like units: for example; mm, cm, m or mg, g, kg           |                    |   |   | • | • |   | 4.MD.1<br>5.MD.1                     |
| <b>M4.3</b> | <b>Calculate the measures of 2 and 3 dimensional figures.</b>  |                    |   |   |   |   |   |                                      |
| M4.3.1      | Demonstrate understanding of the concept of two and three-dimensional measurements, and square and cubic units |                    |   | • | • | • |   | 5.MD.3<br>5.MD.4<br>5.MD.5<br>6.G.2  |
| M4.3.2      | Calculate perimeter of rectangles and other common figures   |                    |   | • | • | • | • | 3.MD.8<br>4.MD.3<br>G-GPE.7          |
| M4.3.3      | Calculate circumference of a circle, using a given formula   |                    |   |   | • | • |   | 7.G.4                                |
| M4.3.4      | Calculate area of rectangles and other common figures, using a given formula                                   |                    |   | • | • | • | • | 3.MD.5<br>3.MD.6<br>7.G.4<br>G-GPE.7 |
| M4.3.5      | Estimate area of curved shapes   |                    |   |   | • | • |   | 7.G.1<br>G.MG.1                      |
| M4.3.6      | Calculate volume and surface area of rectangular and other common shapes, using a given formula                |                    |   |   | • | • |   | 5.MD.5<br>7.G.6<br>8.G.9<br>G-GMD.3  |

|             |   | NRS ABE/ASE LEVELS |   |   |   |   |   | CCS  |
|-------------|---|--------------------|---|---|---|---|---|--|
| NEW         |   | CASAS LEVELS       |   |   |   |   |   | K-12   |
|             |   | 1                  | 2 | 3 | 4 | 5 | 6 |  |
|             |   | A                  | B | B | C | D | E |  |
| M4.3.7      | Calculate area or volume of irregular or composite shapes by dividing the figure into parts   |                    |   |   | • | • | • | 5.MD.5<br>6.G.1<br>6.G.2<br>7.G.6                        |
| M4.3.8      | Interpret the exponential relationship of linear measure, area and volume (e.g., ft, sq ft, cu ft)  |                    |   |   |   | • | • | 6.G.7<br>7.G.6   |
| M4.3.9      | Apply measurement in three-dimensional scale modeling   |                    |   |   |   | • | • | 6.MG.2<br>7.G.1<br>G-GMD.4                               |
| <b>M4.4</b> | <b>Use proportional reasoning to measure indirectly (scale drawings)</b>  |                    |   |   |   |   |   |  |
| M4.4.1      | Interpret scale drawings (e.g. blueprints, maps)  |                    |   |   | • | • | • | 7.G.1  |
| M4.4.2      | Interpret and use proportions in solving problems involving dimensions or scale   |                    |   |   | • | • | • | 7.G.1  |
| M4.4.3      | Plan linear spacing in a design (e.g., the arrangement of shelves to fit in a cabinet)  |                    |   |   | • | • | • | 7.G.1  |
| M4.4.4      | Plan a layout (e.g., how many pieces of a specific shape can fit in a space)  |                    |   |   | • | • | • | 7.G.1  |
| <b>M4.5</b> | <b>Use relationships between measures to analyze change (rates)</b>   |                    |   |   |   |   |   |  |
| M4.5.1      | Interpret, calculate and apply rates involving time, such as velocity (e.g., mi/hr, ft/sec, m/sec), frequency (e.g., calls/hr), consumption (e.g., cal/day, Kw/hr), flow (e.g., gal/min), change (e.g., degrees/min, inches/year) |                    |   |   | • | • | • | 6.EE.9<br>6.RP.2<br>6.RP.3<br>7.RP.1<br>8.EE.5           |
| M4.5.2      | Interpret, calculate and apply rates (e.g., cents/min, \$/sq. ft., mi/gal)  |                    |   |   | • | • | • | 6.EE.9<br>6.RP.3b<br>7.RP.1<br>7.RP.3                    |
| M4.5.3      | Use averaging in calculating rates (e.g., average speed is?)  |                    |   |   | • | • | • | 7.RP.1   |
| M4.5.4      | Demonstrate understanding and solve problems involving the interrelation of distance, time and speed  |                    |   | • | • | • | • | 7.RP.1<br>F.LE.1b  |
| M4.5.5      | Estimate time, distance and speed in travel situations  |                    |   |   | • | • | • | N-Q.1  |
| M4.5.6      | Estimate equivalents between mph and km/h   |                    |   |   | • | • | • | 6.RP.3b  |
| <b>M5</b>   | <b>Statistics, Data Analysis and Probability</b>  |                    |   |   |   |   |   |  |
| <b>M5.1</b> | <b>Collect, organize and display data</b>   |                    |   |   |   |   |   |  |
| M5.1.1      | Identify, count and extract relevant data in lists, tables and charts   | •                  | • | • | • | • | • | K.MD.3<br>1.MD.4<br>3.MD.3                               |
| M5.1.2      | Collect, label, sort and order numerical information for a particular purpose (e.g., to count and list stock, keep a log, construct a schedule)   | •                  | • | • | • | • | • | K.MD.3<br>1.MD.4   |
| M5.1.3      | Use a tally to record numerical information   | •                  | • | • | • | • |   | K.OA.1   |
| M5.1.4      | Use or construct a table to record and present numerical information  |                    | • | • | • | • | • | 2.MD.10  |
| M5.1.5      | Use or construct a table that provides for calculation of data (e.g., units × price; totals, subtotals)   |                    |   | • | • | • | • | 4.MD.4   |
| M5.1.6      | Construct a graph or other visual representation of data  |                    | • | • | • | • | • | 3.MD.3<br>4.MD.4<br>5.MD.2<br>6.SP.4<br>S-ID.1<br>S-ID.5 |
| M5.1.7      | Present data in different interpretations (e.g., as percentages, difference, change)  |                    |   | • | • | • | • | 7.SP.3<br>8.SP.4   |

|             |   | NRS ABE/ASE LEVELS |   |   |   |   |   | CCS   |
|-------------|---|--------------------|---|---|---|---|---|---|
| NEW         |   | CASAS LEVELS       |   |   |   |   |   | K-12  |
|             |   | 1                  | 2 | 3 | 4 | 5 | 6 |   |
|             |   | A                  | B | B | C | D | E |   |
| M5.1.8      | Demonstrate how selection and presentation of data can be oriented for audience and purpose and can influence perceptions and conclusions (e.g. changing the scale on the graph can change the perceived message) |                    |   |   | • | • | • | 7.SP.3<br>S-ID.7<br>N-Q.1   |
| <b>M5.2</b> | <b>Interpret and analyze data from representations of a data set</b>  |                    |   |   |   |   |   |   |
| M5.2.1      | Extract and compare information from scatterplots and pictographs, as well as bar, circle and line graphs   | •                  | • | • | • | • | • | 2.MD.10<br>3.MD.3<br>8.SP.1<br>8.SP.3<br>S-ID.1<br>S-ID.5<br>S-ID.6 |
| M5.2.2      | Compare information from multiple plottings on the same graph   |                    |   |   | • | • | • | 2.MD.10   |
| M5.2.3      | Find summary statistics of a data set, including the mean, median, mode and range and determine how changes in the extreme values affect each of them.  |                    |   | • | • | • |   | 6.SP.3<br>6.SP.5<br>S-ID.3  |
| M5.2.4      | Demonstrate how the spread of data is a factor in determining whether mean or median should be used as a measure of central tendency  |                    |   | • | • | • | • | 6.SP.2<br>S-ID.2  |
| M5.2.5      | Interpret the language of distributions in statistics (e.g. percentiles, quartiles, standard dev) and use it to describe and communicate data   |                    |   |   |   |   | • | 6.SP.5  |
| M5.2.6      | Make simple generalizations about a data set, including recognizing clusters and more/less contrasts and identifying trends   |                    |   |   | • | • | • | 6.SP.5<br>8.SP.2  |
| M5.2.7      | Compare different samples or groupings (e.g., age, gender) in a data set, or compare individual pieces of data to an overall set or average   |                    |   |   | • | • | • | 7.SP.2<br>7.SP.3<br>S-IC.4<br>S-IC.5<br>7.SP.4                      |
| M5.2.8      | Express data relationships in terms of ratios, fractions or percent (e.g., 3 to 1 ratio; 3 out of 4; 75%)   |                    |   | • | • | • | • | 7.SP.5  |
| M5.2.9      | Make observations, evaluate arguments, and draw conclusions based on statistical reasoning, recognizing the distinction between causation and correlation   |                    | • | • | • | • | • | 7.SP.3<br>7.SP.4<br>S-ID.9  |
| M5.2.10     | Identify constraints to extending data to make predictions  |                    |   |   | • | • | • | S-IC.1<br>S-IC.2<br>S-IC.3  |
| M5.2.11     | Use computer programs to assist in compiling and analyzing data   |                    |   |   | • | • | • |   |
| M5.2.12     | Recognize when data sets can be viably compared and when they cannot  |                    |   |   | • | • | • | 7.SP.3  |
| M5.2.13     | Interpret the concepts and implications of sampling and randomization in surveys  |                    |   |   | • | • | • | 7.SP.1<br>7.SP.2  |
| <b>M5.3</b> | <b>Use the laws of probability to predict the likelihood of outcomes</b>  |                    |   |   |   |   |   |   |
| M5.3.1      | Find all the possible outcomes (sample space) by systematically figuring the possible combinations and/or permutations of a number of elements in practical situations  |                    |   | • | • | • | • | 7.SP.8  |
| M5.3.2      | Determine the probability of certain simple events (e.g., in the results of tossing a coin or rolling a die) and express the likelihood of an occurrence as a ratio fraction or a percent                         |                    | • | • | • |   |   | 7.SP.5<br>7.SP.6<br>7.SP.7  |



|        |  | NRS ABE/ASE LEVELS |   |   |   |   |   | CCS                                  |
|--------|--|--------------------|---|---|---|---|---|--------------------------------------|
| NEW    |  | 1                  | 2 | 3 | 4 | 5 | 6 |                                      |
|        |  | CASAS LEVELS       |   |   |   |   |   | K-12                                 |
|        |  | A                  | B | B | C | D | E |                                      |
| M5.3.3 | Identify possible outcomes involving compound events and determine the probability of their occurrence by considering whether the events are independent (e.g., rolling one die multiple times) or conditional (choosing 2 aces from a deck of cards) events |                    |   | • | • | • | • | 7.SP.8<br>S-CP.2<br>S-CP.3<br>S-CP.6 |
| M5.3.4 | Apply the rules of probability to real-world events (e.g., risk of injury when not wearing seat belts), recognizing the importance of assumptions of randomness and independence of attributes when reading media reports                                    |                    |   |   |   | • | • | S-CP.5                               |

## ***Appendix A College and Career Readiness Standards for Reading and Language***

The ten (10) College and Career Readiness (CCR) anchor standards for **READING** are organized under following 4 cluster areas;

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

The six (6) College and Career Readiness (CCR) anchor standards for **LANGUAGE** are organized under following 3 cluster areas;

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

The CCR anchor standards and grade-specific standards (which define what students should understand and be able to do by the end of each grade) are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### **College and Career Readiness Anchor Standards for Reading**

#### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<sup>1</sup>
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

## **College and Career Readiness Anchor Standards for Language**

### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## ***Appendix B College and Career Readiness Anchor Standards to CASAS Reading Content Standards***

Table 5 provides detailed information on the alignment of CASAS Reading Content Standards to specific College and Career Readiness (CCR) Reading and Language anchor standards.

The ten (10) College and Career Readiness (CCR) anchor standards for READING are organized under following 4 cluster areas;

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

The six (6) College and Career Readiness (CCR) anchor standards for LANGUAGE are organized under following 3 cluster areas;

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

The CCR anchor standards and grade-specific standards (which define what students should understand and be able to do by the end of each grade) are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

The CASAS Reading Content Standards which address each College and Career Readiness (CCR) anchor standard are listed below.

**Table 5 College and Career Readiness Anchor Standards to CASAS Reading Content Standards: Detailed**

**Reading**

**Key Ideas and Details**

CCR – 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

|       |   | NRS ESL Levels     |   |   |   |   |   |   |   | Reading  |                          |          |
|-------|---|--------------------|---|---|---|---|---|---|---|----------|--------------------------|----------|
|       |   | 1-3                | 4 | 5 | 6 |   |   |   |   | Language |                          |          |
|       |   | NRS ABE/ASE Levels |   |   |   |   |   |   |   |          |                          |          |
|       |   | 1                  | 2 | 3 | 4 | 5 | 6 |   |   |          |                          |          |
| CS#   | CASAS Reading Content Standards   | CASAS Levels       |   |   |   | A | B | B | C | D        | E                        | CCR only |
| R3    | General Reading Comprehension   |                    |   |   |   |   |   |   |   |          |                          |          |
| R3.4  | Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)  |                    | • | • |   |   |   |   |   |          | Rdg. 1, 2                |          |
| R3.5  | Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)  |                    |   |   | • | • | • |   |   |          | Rdg. 1, 2, 3, 10         |          |
| R3.7  | Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)  |                    |   | • | • | • | • |   |   |          | Rdg. 1, 7                |          |
| R4    | Text in Format  |                    |   |   |   |   |   |   |   |          |                          |          |
| R4.7  | Interpret complex forms (e.g., rental, insurance, pay statements)   |                    |   | • | • | • | • |   |   |          | Rdg. 1, 7                |          |
| R4.9  | Interpret maps, diagrams, and graphs  | •                  | • | • | • | • | • |   |   |          | Rdg. 1, 7                |          |
| R6    | Reading Strategies  |                    |   |   |   |   |   |   |   |          |                          |          |
| R6.6  | Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information  |                    | • | • | • | • | • |   |   |          | Rdg. 1, 10               |          |
| R7    | Reading and Thinking Skills   |                    |   |   |   |   |   |   |   |          |                          |          |
| R7.9  | Make inferences and draw conclusions from complex text  |                    |   |   | • | • | • |   |   |          | Rdg. 1, 2, 10            |          |
| R7.13 | Compare related information from various sources (e.g., consumer ads)   | •                  | • | • | • | • | • |   |   |          | Rdg. 1, 8, 9             |          |
| R7.14 | Verify and clarify facts in written information (e.g., advertising claims)  |                    |   |   | • | • | • |   |   |          | Rdg. 1, 8                |          |
| R8    | Academic-oriented Skills  |                    |   |   |   |   |   |   |   |          |                          |          |
| R8.7  | Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations   |                    |   |   |   |   |   |   |   | •        | Rdg. 1, 6, 8; Wrtg. 8, 9 |          |
| R8.9  | Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject   |                    |   |   |   |   |   |   |   | •        | Rdg. 1, 6, 8             |          |
| R8.10 | Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension |                    |   |   |   |   |   | • | • |          | Rdg. 1, 9                |          |
| R9    | Literary Analysis   |                    |   |   |   |   |   |   |   |          |                          |          |
| R9.11 | Use specifics from literary passages to support his/her ideas formed from reading literary text   |                    |   |   | • |   |   |   |   |          | Rdg. 1                   |          |
| R9.12 | Identify historical and cultural perspectives in reading selections (i.e., the impact of beliefs, attitudes, and values on a literary work)   |                    |   |   | • |   |   |   |   |          | Rdg. 1, 2, 6             |          |
| R9.21 | Compare works that express a universal theme and provide evidence to support the ideas expressed in each work   |                    |   |   |   |   |   | • |   |          | Rdg. 1, 2, 9             |          |

|       |  | NRS ESL Levels     |  |  |  | 1-3 | 4 | 5 | 6 |   | Reading |               |
|-------|--|--------------------|--|--|--|-----|---|---|---|---|---------|---------------|
|       |  | NRS ABE/ASE Levels |  |  |  | 1   | 2 | 3 | 4 | 5 | 6       | Language      |
| CS#   | CASAS Reading Content Standards  | CASAS Levels       |  |  |  | A   | B | B | C | D | E       | CCR only      |
| R9.31 | Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim |                    |  |  |  |     |   |   |   |   | •       | Rdg. 1, 2     |
| R9.34 | Analyze recognized works of American literature representing a variety of genres and traditions  |                    |  |  |  |     |   |   |   |   | •       | Rdg. 1, 10    |
| R9.36 | Analyze recognized works of world literature from a variety of authors   |                    |  |  |  |     |   |   |   |   | •       | Rdg. 1, 9, 10 |

CCR - 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

|       |  | NRS ESL Levels     |  |   |   | 1-3 | 4 | 5 | 6 |   | Reading, |                  |
|-------|--|--------------------|--|---|---|-----|---|---|---|---|----------|------------------|
|       |  | NRS ABE/ASE Levels |  |   |   | 1   | 2 | 3 | 4 | 5 | 6        | Language         |
| CS#   | CASAS Reading Content Standards  | CASAS Levels       |  |   |   | A   | B | B | C | D | E        | CCR only         |
| R3    | General Reading Comprehension  |                    |  |   |   |     |   |   |   |   |          |                  |
| R3.4  | Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)                               |                    |  | • | • |     |   |   |   |   |          | Rdg. 1, 2        |
| R3.5  | Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)                                     |                    |  |   |   |     |   | • | • | • |          | Rdg. 1, 2, 3, 10 |
| R6    | Reading Strategies   |                    |  |   |   |     |   |   |   |   |          |                  |
| R6.5  | Skim complex text for general meaning or to determine subject matter or organization   |                    |  |   |   |     |   | • | • | • | •        | Rdg. 2           |
| R7    | Reading and Thinking Skills  |                    |  |   |   |     |   |   |   |   |          |                  |
| R7.2  | Identify the main idea of a multi-paragraph text   |                    |  | • | • | •   | • | • | • | • |          | Rdg. 2, 10       |
| R7.3  | Identify supporting points or details for a statement, position or argument on a familiar topic  |                    |  |   |   |     |   | • | • | • |          | Rdg. 2, 8        |
| R7.5  | Determine the sequence of events in a complex narrative  |                    |  |   |   |     |   | • | • | • | •        | Rdg. 2, 3, 10    |
| R7.6  | Paraphrase information   |                    |  |   |   |     |   | • | • | • | •        | Rdg. 2           |
| R7.7  | Summarize a text   |                    |  |   |   |     |   | • | • | • | •        | Rdg. 2, Wrtg. 2  |
| R7.9  | Make inferences and draw conclusions from complex text   |                    |  |   |   |     |   |   | • | • | •        | Rdg. 1, 2, 10    |
| R9    | Literary Analysis  |                    |  |   |   |     |   |   |   |   |          |                  |
| R9.10 | Identify the major theme in increasingly more complex stories  |                    |  |   |   |     |   |   | • |   |          | Rdg. 2, 10       |
| R9.12 | Identify historical and cultural perspectives in reading selections (i.e., the impact of beliefs, attitudes, and values on a literary work)    |                    |  |   |   |     |   |   | • |   |          | Rdg. 1, 2, 6     |
| R9.14 | Identify more complex elements of plot, setting, character development, conflict, and resolution   |                    |  |   |   |     |   |   | • |   |          | Rdg. 2, 3        |
| R9.15 | Recognize universal themes in literature (e.g., tragic hero, man versus nature, triumph over adversity, coming of age)                         |                    |  |   |   |     |   |   | • |   |          | Rdg. 2           |
| R9.21 | Compare works that express a universal theme and provide evidence to support the ideas expressed in each work                                  |                    |  |   |   |     |   |   |   | • |          | Rdg. 1, 2, 9     |
| R9.28 | Analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical approach)               |                    |  |   |   |     |   |   |   | • |          | Rdg. 2, 6        |
| R9.31 | Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim |                    |  |   |   |     |   |   |   |   | •        | Rdg. 1, 2        |

CCR – 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

| NRS ESL Levels     |   | 1-3          | 4 | 5 | 6 |   |   | Reading, |   |                    |
|--------------------|---|--------------|---|---|---|---|---|----------|---|--------------------|
| NRS ABE/ASE Levels |   | 1            | 2 | 3 | 4 | 5 | 6 | Language |   |                    |
| CS#                | CASAS Reading Content Standards   | CASAS Levels |   | A | B | B | C | D        | E | CCR only           |
| R3                 | General Reading Comprehension   |              |   |   |   |   |   |          |   |                    |
| R3.5               | Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)  |              |   |   |   |   | • | •        | • | Rdg. 1, 2, 3, 10   |
| R7                 | Reading and Thinking Skills   |              |   |   |   |   |   |          |   |                    |
| R7.5               | Determine the sequence of events in a complex narrative   |              |   |   | • | • | • | •        |   | Rdg. 2, 3, 10      |
| R9                 | Literary Analysis   |              |   |   |   |   |   |          |   |                    |
| R9.7               | Identify cause-and-effect relationships in literary texts   |              |   |   | • |   |   |          |   | Rdg. 3             |
| R9.9               | Respond to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his/her life  |              |   |   |   |   | • |          |   | Rdg. 3             |
| R9.14              | Identify more complex elements of plot, setting, character development, conflict, and resolution  |              |   |   |   |   | • |          |   | Rdg. 2, 3          |
| R9.19              | Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations) and explain the way those interactions affect the plot                             |              |   |   |   |   |   | •        |   | Rdg. 3             |
| R9.20              | Determine characters' traits by what the characters convey about themselves in narration, dialogue, dramatic monologue, and soliloquy   |              |   |   |   |   |   | •        |   | Rdg. 3             |
| R9.25              | Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text  |              |   |   |   |   |   | •        |   | Rdg. 3, 6; Lang. 3 |
| R9.26              | Explain how the tone and plot describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature   |              |   |   |   |   |   | •        |   | Rdg. 3, 5          |
| R9.37              | Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings of a literary work  |              |   |   |   |   |   |          | • | Rdg. 3, 6          |
| R9.39              | Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters (Philosophical approach) |              |   |   |   |   |   |          | • | Rdg. 3, 6, 8       |

## Craft and Structure

CCR - 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

| NRS ESL Levels     |                                 | 1-3          | 4 | 5 | 6 |   |   | Reading, |   |          |
|--------------------|---------------------------------|--------------|---|---|---|---|---|----------|---|----------|
| NRS ABE/ASE Levels |                                 | 1            | 2 | 3 | 4 | 5 | 6 | Language |   |          |
| CS#                | CASAS Reading Content Standards | CASAS Levels |   | A | B | B | C | D        | E | CCR only |
| R2                 | Vocabulary                      |              |   |   |   |   |   |          |   |          |

|       |  | NRS ESL Levels     |   |   |   |   |   |   | Reading, |   |   |                                |
|-------|--|--------------------|---|---|---|---|---|---|----------|---|---|--------------------------------|
|       |  | 1-3                | 4 | 5 | 6 |   |   |   | Language |   |   |                                |
|       |  | NRS ABE/ASE Levels |   |   |   |   |   |   | Language |   |   |                                |
| CS#   | CASAS Reading Content Standards  | CASAS Levels       |   |   |   | A | B | B | C        | D | E | CCR only                       |
| R2.12 | Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)  |                    |   |   |   |   |   |   | •        | • | • | Rdg. 4;<br>Lang. 4, 6          |
| R3    | General Reading Comprehension  |                    |   |   |   |   |   |   |          |   |   |                                |
| R3.16 | Interpret figurative meanings of words from context (e.g., flooded with calls)   |                    |   |   |   |   |   |   | •        | • | • | Rdg. 4;<br>Lang. 4, 5          |
| R3.17 | Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)  |                    |   |   |   |   |   | • | •        |   |   | Rdg. 4;<br>Lang. 4, 5          |
| R3.18 | Interpret analogies in familiar contexts   |                    |   |   |   |   |   |   | •        | • | • | Rdg. 4;<br>Lang. 4, 5          |
| R3.19 | Interpret meaning of metaphors and similes in context  |                    |   |   |   |   |   |   | •        | • |   | Rdg. 4;<br>Lang. 4, 5          |
| R8    | Academic-oriented Skills   |                    |   |   |   |   |   |   |          |   |   |                                |
| R8.2  | Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices)   |                    |   |   |   |   |   |   |          | • |   | Rdg. 4, 6,<br>8, 9; Lang.<br>3 |
| R8.8  | Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., professional journals, editorials, political speeches, primary source materials) |                    |   |   |   |   |   |   |          | • | • | Rdg. 4, 6, 7,<br>8             |
| R8.11 | Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and the word choice in the text  |                    |   |   |   |   |   |   |          | • |   | Rdg. 4, 5;<br>Lang. 3          |
| R9    | Literary Analysis  |                    |   |   |   |   |   |   |          |   |   |                                |
| R9.8  | Identify the impact of language such as literary devices that are characteristic of an author's work   |                    |   |   |   |   |   |   | •        |   |   | Rdg. 4;<br>Lang. 3             |
| R9.22 | Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks)  |                    |   |   |   |   |   |   |          | • |   | Rdg. 4, 5;<br>Lang. 3          |
| R9.23 | Recognize and understand the significance of various literary devices (figurative language, imagery, allegory, symbolism) and explain their appeal   |                    |   |   |   |   |   |   |          | • |   | Rdg. 4;<br>Lang. 5             |
| R9.27 | Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism (Aesthetic approach)  |                    |   |   |   |   |   |   |          | • |   | Rdg. 4                         |
| R9.29 | Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical approach)   |                    |   |   |   |   |   |   |          | • |   | Rdg. 4, 6                      |
| R9.32 | Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both   |                    |   |   |   |   |   |   |          | • |   | Rdg. 4;<br>Lang. 3             |
| R9.33 | Analyze the ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions   |                    |   |   |   |   |   |   |          | • |   | Rdg. 4                         |

CCR - 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.



|       |   | NRS ESL Levels     |  |  |  | 1-3 | 4 | 5 | 6 |   |   | Reading,              |
|-------|---|--------------------|--|--|--|-----|---|---|---|---|---|-----------------------|
|       |   | NRS ABE/ASE Levels |  |  |  | 1   | 2 | 3 | 4 | 5 | 6 | Language              |
| CS#   | CASAS Reading Content Standards   | CASAS Levels       |  |  |  | A   | B | B | C | D | E | CCR only              |
| R3    | General Reading Comprehension   |                    |  |  |  |     |   |   |   |   |   |                       |
| R3.9  | Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)   |                    |  |  |  |     |   | • | • | • | • | Rdg. 5;<br>Lang. 1    |
| R3.11 | Make connections between related information across different sections of a text  |                    |  |  |  |     |   | • | • | • | • | Rdg.5                 |
| R8    | Academic-oriented Skills  |                    |  |  |  |     |   |   |   |   |   |                       |
| R8.11 | Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and the word choice in the text |                    |  |  |  |     |   |   |   |   | • | Rdg. 4, 5;<br>Lang. 3 |
| R9    | Literary Analysis   |                    |  |  |  |     |   |   |   |   |   |                       |
| R9.22 | Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks)   |                    |  |  |  |     |   |   |   |   | • | Rdg. 4, 5;<br>Lang. 3 |
| R9.26 | Explain how the tone and plot describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature   |                    |  |  |  |     |   |   |   |   | • | Rdg. 3, 5             |
| R9.30 | Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres            |                    |  |  |  |     |   |   |   |   | • | Rdg. 5                |

CCR - 6 Assess how point of view or purpose shapes the content and style of a text.

|       |  | NRS ESL Levels     |  |  |  | 1-3 | 4 | 5 | 6 |   |   | Reading,                            |
|-------|--|--------------------|--|--|--|-----|---|---|---|---|---|-------------------------------------|
|       |  | NRS ABE/ASE Levels |  |  |  | 1   | 2 | 3 | 4 | 5 | 6 | Language                            |
| CS#   | CASAS Reading Content Standards  | CASAS Levels       |  |  |  | A   | B | B | C | D | E | CCR only                            |
| R7    | Reading and Thinking Skills  |                    |  |  |  |     |   |   |   |   |   |                                     |
| R7.11 | Identify the writer, audience, and purpose of a text   |                    |  |  |  |     |   |   |   |   | • | Rdg. 6                              |
| R7.12 | Determine a writer's point of view   |                    |  |  |  |     |   |   |   |   | • | Rdg. 6                              |
| R8    | Academic-oriented Skills   |                    |  |  |  |     |   |   |   |   |   |                                     |
| R8.2  | Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices)   |                    |  |  |  |     |   |   |   |   | • | Rdg. 4, 6,<br>8, 9; Lang.<br>3      |
| R8.3  | Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)   |                    |  |  |  |     |   |   |   |   | • | Rdg. 6, 8;<br>Lang. 3<br>Wrtg. 1, 8 |
| R8.7  | Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations  |                    |  |  |  |     |   |   |   |   | • | Rdg. 1, 6, 8;<br>Wrtg. 8, 9         |
| R8.8  | Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., professional journals, editorials, political speeches, primary source materials) |                    |  |  |  |     |   |   |   |   | • | Rdg. 4, 6, 7,<br>8                  |

|       |   | NRS ESL Levels     | 1-3 | 4 | 5 | 6 |   |   | Reading,              |
|-------|---|--------------------|-----|---|---|---|---|---|-----------------------|
|       |   | NRS ABE/ASE Levels | 1   | 2 | 3 | 4 | 5 | 6 | Language              |
| CS#   | CASAS Reading Content Standards   | CASAS Levels       | A   | B | B | C | D | E | CCR only              |
| R8.9  | Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject   |                    |     |   |   |   |   | • | Rdg. 1, 6, 8          |
| R9    | Literary Analysis   |                    |     |   |   |   |   |   |                       |
| R9.12 | Identify historical and cultural perspectives in reading selections (i.e., the impact of beliefs, attitudes, and values on a literary work)   |                    |     |   |   | • |   |   | Rdg. 1, 2, 6          |
| R9.16 | Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue)   |                    |     |   |   |   | • |   | Rdg. 6, 9             |
| R9.18 | Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (ballad, lyric, couplet, epic, elegy, ode, sonnet)  |                    |     |   |   |   | • |   | Rdg. 6, 9             |
| R9.28 | Analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical approach)  |                    |     |   |   |   | • |   | Rdg. 2, 6             |
| R9.25 | Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text  |                    |     |   |   |   | • |   | Rdg. 3, 6;<br>Lang. 3 |
| R9.29 | Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical approach)  |                    |     |   |   |   | • |   | Rdg. 4, 6             |
| R9.37 | Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings of a literary work  |                    |     |   |   |   |   | • | Rdg. 3, 6             |
| R9.39 | Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters (Philosophical approach) |                    |     |   |   |   |   | • | Rdg. 3, 6, 8          |

## Integration of Knowledge and Ideas

CCR – 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

|       |   | NRS ESL Levels     | 1-3 | 4 | 5 | 6 |   |   | Reading,           |
|-------|---|--------------------|-----|---|---|---|---|---|--------------------|
|       |   | NRS ABE/ASE Levels | 1   | 2 | 3 | 4 | 5 | 6 | Language           |
| CS#   | CASAS Reading Content Standards   | CASAS Levels       | A   | B | B | C | D | E | CCR only           |
| R3    | General Reading Comprehension   |                    |     |   |   |   |   |   |                    |
| R3.7  | Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)            |                    |     |   | • | • | • | • | Rdg. 1, 7          |
| R4    | Text in Format  |                    |     |   |   |   |   |   |                    |
| R4.7  | Interpret complex forms (e.g., rental, insurance, pay statements)   |                    |     |   | • | • | • | • | Rdg. 1, 7          |
| R4.9  | Interpret maps, diagrams, and graphs  |                    | •   | • | • | • | • | • | Rdg. 1, 7          |
| R4.10 | Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold) |                    | •   | • | • | • |   |   | Rdg. 7;<br>Lang. 1 |
| R5    | Reference materials   |                    |     |   |   |   |   |   |                    |
| R5.2  | Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature) |                    |     | • | • | • |   |   | Rdg. 7;<br>Wrtg. 8 |
| R5.3  | Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)      |                    | •   | • | • | • |   |   | Rdg. 7;<br>Wrtg. 8 |

|       |  | NRS ESL Levels     |  |  |  | 1-3 | 4 | 5 | 6 |   |   | Reading,                 |
|-------|--|--------------------|--|--|--|-----|---|---|---|---|---|--------------------------|
|       |  | NRS ABE/ASE Levels |  |  |  | 1   | 2 | 3 | 4 | 5 | 6 | Language                 |
| CS#   | CASAS Reading Content Standards  | CASAS Levels       |  |  |  | A   | B | B | C | D | E | CCR only                 |
| R5.7  | Use reference tools such as a print or online encyclopedia   |                    |  |  |  |     |   |   |   | • | • | Rdg. 7;<br>Wrtg. 8       |
| R6    | Reading Strategies   |                    |  |  |  |     |   |   |   |   |   |                          |
| R6.3  | Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information  |                    |  |  |  |     | • | • | • | • |   | Rdg. 7                   |
| R8    | Academic-oriented Skills   |                    |  |  |  |     |   |   |   |   |   |                          |
| R8.1  | Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings  |                    |  |  |  |     |   |   |   | • | • | Rdg. 7, 8, 9             |
| R8.5  | Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents  |                    |  |  |  |     |   |   |   | • | • | Rdg. 7, 9;<br>Wrtg. 7, 8 |
| R8.6  | Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration  |                    |  |  |  |     |   |   |   | • | • | Rdg. 7;<br>Wrtg. 7, 8    |
| R8.8  | Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., professional journals, editorials, political speeches, primary source materials) |                    |  |  |  |     |   |   |   | • | • | Rdg. 4, 6, 7, 8          |
| R9    | Literary Analysis  |                    |  |  |  |     |   |   |   |   |   |                          |
| R9.35 | Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings  |                    |  |  |  |     |   |   |   | • |   | Rdg. 7, 9                |

CCR – 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

|       |  | NRS ESL Levels     |  |  |  | 1-3 | 4 | 5 | 6 |   |   | Reading,                            |
|-------|--|--------------------|--|--|--|-----|---|---|---|---|---|-------------------------------------|
|       |  | NRS ABE/ASE Levels |  |  |  | 1   | 2 | 3 | 4 | 5 | 6 | Language                            |
| CS#   | CASAS Reading Content Standards  | CASAS Levels       |  |  |  | A   | B | B | C | D | E | CCR only                            |
| R7    | Reading and Thinking Skills  |                    |  |  |  |     |   |   |   |   |   |                                     |
| R7.3  | Identify supporting points or details for a statement, position or argument on a familiar topic  |                    |  |  |  |     |   |   |   | • | • | Rdg. 2, 8                           |
| R7.13 | Compare related information from various sources (e.g., consumer ads)  |                    |  |  |  | •   | • | • | • | • | • | Rdg. 1, 8, 9                        |
| R7.14 | Verify and clarify facts in written information (e.g., advertising claims)   |                    |  |  |  |     |   |   |   | • | • | Rdg. 1, 8                           |
| R8    | Academic-oriented Skills   |                    |  |  |  |     |   |   |   |   |   |                                     |
| R8.1  | Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings  |                    |  |  |  |     |   |   |   | • | • | Rdg. 7, 8, 9                        |
| R8.2  | Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices)   |                    |  |  |  |     |   |   |   | • |   | Rdg. 4, 6,<br>8, 9; Lang.<br>3      |
| R8.3  | Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion) |                    |  |  |  |     |   |   |   | • |   | Rdg. 6,8;<br>Lang. 3;<br>Wrtg. 1, 8 |

|       |  | NRS ESL Levels     | 1-3 | 4 | 5 | 6 |   |   | Reading,                   |
|-------|--|--------------------|-----|---|---|---|---|---|----------------------------|
|       |  | NRS ABE/ASE Levels | 1   | 2 | 3 | 4 | 5 | 6 | Language                   |
| CAS#  | CASAS Reading Content Standards  | CASAS Levels       | A   | B | B | C | D | E | CCR only                   |
| R8.7  | Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations  |                    |     |   |   |   |   |   | • Rdg. 1, 6, 8; Wrtg. 8, 9 |
| R8.8  | Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., professional journals, editorials, political speeches, primary source materials) |                    |     |   |   |   | • | • | Rdg. 4, 6, 7, 8            |
| R8.9  | Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject  |                    |     |   |   |   |   | • | Rdg. 1, 6, 8               |
| R9    | Literary Analysis  |                    |     |   |   |   |   |   |                            |
| R9.24 | Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text   |                    |     |   |   |   | • |   | Rdg. 8; Lang. 5            |
| R9.38 | Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor (Political approach))  |                    |     |   |   |   |   | • | Rdg. 8, 9                  |
| R9.39 | Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters (Philosophical approach)  |                    |     |   |   |   |   | • | Rdg. 3, 6, 8               |

CCR – 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

|       |  | NRS ESL Levels     | 1-3 | 4 | 5 | 6 |   |   | Reading,                 |
|-------|--|--------------------|-----|---|---|---|---|---|--------------------------|
|       |  | NRS ABE/ASE Levels | 1   | 2 | 3 | 4 | 5 | 6 | Language                 |
| CAS#  | CASAS Reading Content Standards  | CASAS Levels       | A   | B | B | C | D | E | CCR only                 |
| R7    | Reading and Thinking Skills  |                    |     |   |   |   |   |   |                          |
| R7.13 | Compare related information from various sources (e.g., consumer ads)  |                    | •   | • | • | • | • | • | Rdg. 1, 8, 9             |
| R8    | Academic-oriented Skills   |                    |     |   |   |   |   |   |                          |
| R8.1  | Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings  |                    |     |   |   |   | • | • | Rdg. 7, 8, 9             |
| R8.2  | Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices) |                    |     |   |   |   |   | • | Rdg. 4, 6, 8, 9; Lang. 3 |
| R8.5  | Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents  |                    |     |   |   |   | • | • | Rdg. 7, 9; Wrtg. 7, 8    |
| R8.10 | Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension      |                    |     |   |   |   | • | • | Rdg. 1, 9                |
| R9    | Literary Analysis  |                    |     |   |   |   |   |   |                          |
| R9.16 | Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue)                                  |                    |     |   |   |   | • |   | Rdg. 6, 9                |

|       |   | NRS ESL Levels |   |   |   |  | NRS ABE/ASE Levels |   |   |   |   | Reading, Language |          |
|-------|---|----------------|---|---|---|--|--------------------|---|---|---|---|-------------------|----------|
|       |   | 1-3            | 4 | 5 | 6 |  |                    |   |   |   |   |                   |          |
| CS#   | CASAS Reading Content Standards   | CASAS Levels   |   |   |   |  | A                  | B | B | C | D | E                 | CCR only |
| R9.17 | Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic   |                |   |   |   |  |                    |   |   |   | • | Rdg. 9            |          |
| R9.18 | Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (ballad, lyric, couplet, epic, elegy, ode, sonnet)                        |                |   |   |   |  |                    |   |   |   | • | Rdg. 6, 9         |          |
| R9.21 | Compare works that express a universal theme and provide evidence to support the ideas expressed in each work   |                |   |   |   |  |                    |   |   |   | • | Rdg. 1, 2, 9      |          |
| R9.35 | Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings                 |                |   |   |   |  |                    |   |   |   | • | Rdg. 7, 9         |          |
| R9.36 | Analyze recognized works of world literature from a variety of authors  |                |   |   |   |  |                    |   |   |   | • | Rdg. 1, 9, 10     |          |
| R9.38 | Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor (Political approach)) |                |   |   |   |  |                    |   |   |   | • | Rdg. 8, 9         |          |

## Range of Reading and Level of Text Complexity

CCR – 10 Read and comprehend complex literary and informational texts independently and proficiently.

|       |  | NRS ESL Levels |   |   |   |   | NRS ABE/ASE Levels |   |   |   |   | Reading, Language |          |
|-------|--|----------------|---|---|---|---|--------------------|---|---|---|---|-------------------|----------|
|       |  | 1-3            | 4 | 5 | 6 |   |                    |   |   |   |   |                   |          |
| CS#   | CASAS Reading Content Standards  | CASAS Levels   |   |   |   |   | A                  | B | B | C | D | E                 | CCR only |
| R3    | General Reading Comprehension  |                |   |   |   |   |                    |   |   |   |   |                   |          |
| R3.4  | Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)   |                | • | • |   |   |                    |   |   |   |   | Rdg. 1, 2, 3, 10  |          |
| R3.5  | Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)   |                |   |   |   | • | •                  | • |   |   |   | Rdg. 1, 2, 3, 10  |          |
| R6    | Reading Strategies   |                |   |   |   |   |                    |   |   |   |   |                   |          |
| R6.6  | Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information |                | • | • | • | • | •                  | • |   |   |   | Rdg. 1, 10        |          |
| R6.7  | Increase reading fluency (accuracy, speed)   | •              | • | • | • | • | •                  | • |   |   |   | Rdg. 10           |          |
| R7    | Reading and Thinking Skills  |                |   |   |   |   |                    |   |   |   |   |                   |          |
| R7.2  | Identify the main idea of a multi-paragraph text   |                | • | • | • | • | •                  | • |   |   |   | Rdg. 2, 10        |          |
| R7.5  | Determine the sequence of events in a complex narrative  |                |   | • | • | • | •                  | • |   |   |   | Rdg. 2, 3, 10     |          |
| R7.9  | Make inferences and draw conclusions from complex text   |                |   |   |   | • | •                  | • |   |   |   | Rdg. 1, 2, 10     |          |
| R9    | Literary Analysis  |                |   |   |   |   |                    |   |   |   |   |                   |          |
| R9.10 | Identify the major theme in increasingly more complex stories  |                |   |   |   | • |                    |   |   |   |   | Rdg. 2, 10        |          |
| R9.13 | Interpret a work of literature and relate the information to contemporary experiences  |                |   |   |   | • |                    |   |   |   |   | Rdg. 10           |          |
| R9.34 | Analyze recognized works of American literature representing a variety of genres and traditions  |                |   |   |   |   |                    |   |   |   | • | Rdg. 1, 10        |          |

|       |  | NRS ESL Levels     |   |   |   |  |  |                       | Reading, |
|-------|--|--------------------|---|---|---|--|--|-----------------------|----------|
|       |  | NRS ABE/ASE Levels |   |   |   |  |  |                       | Language |
| CS#   | CASAS Reading Content Standards  | CASAS Levels       |   |   |   |  |  |                       | CCR only |
|       |  | 1-3                | 4 | 5 | 6 |  |  |                       |          |
| R9.36 | Analyze recognized works of world literature from a variety of authors |                    |   |   |   |  |  | •<br>Rdg. 1, 9,<br>10 |          |

## Language

### Conventions of Standard English

CCR – 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

|       |   | NRS ESL Levels     |   |   |   |   |   | Reading,<br>Language |
|-------|---|--------------------|---|---|---|---|---|----------------------|
|       |   | 1-3                | 4 | 5 | 6 |   |   |                      |
|       |   | NRS ABE/ASE Levels |   |   |   |   |   | CCR only             |
| CS#   | CASAS Reading Content Standards   | CASAS Levels       |   |   |   |   |   |                      |
|       |   | A                  | B | B | C | D | E |                      |
| R3    | General Reading Comprehension   |                    |   |   |   |   |   |                      |
| R3.9  | Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)                           |                    |   | • | • | • | • | Rdg. 5;<br>Lang. 1   |
| R4    | Text in Format  |                    |   |   |   |   |   |                      |
| R4.10 | Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold) | •                  | • | • | • |   |   | Rdg. 7;<br>Lang. 1   |

CCR - 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

CCR – 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

|       |  | NRS ESL Levels     |   |   |   |   |   | Reading,<br>Language                         |
|-------|--|--------------------|---|---|---|---|---|--|
|       |  | 1-3                | 4 | 5 | 6 |   |   |  |
|       |  | NRS ABE/ASE Levels |   |   |   |   |   | CCR only                                     |
| CS#   | CASAS Reading Content Standards  | CASAS Levels       |   |   |   |   |   |  |
|       |  | A                  | B | B | C | D | E |  |
| R8    | Academic-oriented Skills   |                    |   |   |   |   |   |  |
| R8.2  | Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices)   |                    |   |   |   |   | • | Rdg. 4, 6,<br>8, 9; Lang.<br>3               |
| R8.3  | Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion) |                    |   |   |   |   | • | Rdg. 6, 8<br>Lang. 3 <i>ii</i><br>Wrtg. 1, 8 |
| R8.11 | Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and the word choice in the text  |                    |   |   |   |   | • | Rdg. 4, 5;<br>Lang. 3                        |
| R9    | Literary Analysis  |                    |   |   |   |   |   |  |
| R9.8  | Identify the impact of language such as literary devices that are characteristic of an author's work   |                    |   |   | • |   |   | Rdg. 4;<br>Lang. 3                           |
| R9.22 | Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks)  |                    |   |   |   | • |   | Rdg. 4, 5;<br>Lang. 3                        |
| R9.25 | Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text   |                    |   |   |   | • |   | Rdg. 3, 6;<br>Lang. 3                        |

|       |  | NRS ESL Levels     |   |   |   |   |          | Reading,           |
|-------|--|--------------------|---|---|---|---|----------|--------------------|
|       |  | 1-3                | 4 | 5 | 6 |   | Language |                    |
|       |  | NRS ABE/ASE Levels |   |   |   |   |          | Language           |
| CS#   | CASAS Reading Content Standards  | CASAS Levels       |   |   |   |   |          | CCR only           |
|       |  | A                  | B | B | C | D | E        |                    |
| R9.32 | Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both |                    |   |   |   |   | •        | Rdg. 4;<br>Lang. 3 |

## Vocabulary Acquisition and Use

CCR - 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

|       |  | NRS ESL Levels     |   |   |   |   |          | Reading,              |
|-------|--|--------------------|---|---|---|---|----------|-----------------------|
|       |  | 1-3                | 4 | 5 | 6 |   | Language |                       |
|       |  | NRS ABE/ASE Levels |   |   |   |   |          | Language              |
| CS#   | CASAS Reading Content Standards  | CASAS Levels       |   |   |   |   |          | CCR only              |
|       |  | A                  | B | B | C | D | E        |                       |
| R2    | Vocabulary   |                    |   |   |   |   |          |                       |
| R2.9  | Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)                   | •                  | • | • |   |   |          | Lang. 4               |
| R2.10 | Interpret less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, employee) |                    |   | • | • |   |          | Lang. 4               |
| R2.12 | Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)                                |                    |   |   | • | • | •        | Rdg. 4;<br>Lang. 4, 6 |
| R3    | General Reading Comprehension  |                    |   |   |   |   |          |                       |
| R3.16 | Interpret figurative meanings of words from context (e.g., flooded with calls)                                       |                    |   |   | • | • | •        | Rdg. 4;<br>Lang. 4, 5 |
| R3.17 | Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)  |                    |   | • | • |   |          | Rdg. 4;<br>Lang. 4, 5 |
| R3.18 | Interpret analogies in familiar contexts   |                    |   |   | • | • | •        | Rdg. 4;<br>Lang. 4, 5 |
| R3.19 | Interpret meaning of metaphors and similes in context  |                    |   |   |   | • | •        | Rdg. 4;<br>Lang. 4, 5 |
| R5    | Reference materials  |                    |   |   |   |   |          |                       |
| R5.6  | Use a standard dictionary to distinguish between multiple meanings of a word   |                    |   | • | • | • | •        | Lang. 4, 5            |

CCR – 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

|       |  | NRS ESL Levels     |   |   |   |   |          | Reading,              |
|-------|--|--------------------|---|---|---|---|----------|-----------------------|
|       |  | 1-3                | 4 | 5 | 6 |   | Language |                       |
|       |  | NRS ABE/ASE Levels |   |   |   |   |          | Language              |
| CS#   | CASAS Reading Content Standards  | CASAS Levels       |   |   |   |   |          | CCR only              |
|       |  | A                  | B | B | C | D | E        |                       |
| R3    | General Reading Comprehension  |                    |   |   |   |   |          |                       |
| R3.16 | Interpret figurative meanings of words from context (e.g., flooded with calls) |                    |   |   | • | • | •        | Rdg. 4;<br>Lang. 4, 5 |
| R3.17 | Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)      |                    |   | • | • |   |          | Rdg. 4;<br>Lang. 4, 5 |
| R3.18 | Interpret analogies in familiar contexts                                       |                    |   |   | • | • | •        | Rdg. 4;<br>Lang. 4, 5 |



|       |  | NRS ESL Levels     | 1-3 | 4 | 5 | 6 |   |   | Reading,              |
|-------|--|--------------------|-----|---|---|---|---|---|-----------------------|
|       |  | NRS ABE/ASE Levels | 1   | 2 | 3 | 4 | 5 | 6 | Language              |
| CS#   | CASAS Reading Content Standards  | CASAS Levels       | A   | B | B | C | D | E | CCR only              |
| R3.19 | Interpret meaning of metaphors and similes in context  |                    |     |   |   |   | • | • | Rdg. 4;<br>Lang. 4, 5 |
| R5    | Reference materials  |                    |     |   |   |   |   |   |                       |
| R5.6  | Use a standard dictionary to distinguish between multiple meanings of a word   |                    |     | • | • | • | • |   | Lang. 4, 5            |
| R9    | Literary Analysis  |                    |     |   |   |   |   |   |                       |
| R9.23 | Recognize and understand the significance of various literary devices (figurative language, imagery, allegory, symbolism) and explain their appeal |                    |     |   |   |   | • |   | Rdg. 4;<br>Lang. 5    |
| R9.24 | Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text                                 |                    |     |   |   |   | • |   | Rdg. 8;<br>Lang. 5    |

CCR – 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

|       |   | NRS ESL Levels     | 1-3 | 4 | 5 | 6 |   |   | Reading,              |
|-------|---|--------------------|-----|---|---|---|---|---|-----------------------|
|       |   | NRS ABE/ASE Levels | 1   | 2 | 3 | 4 | 5 | 6 | Language              |
| CS#   | CASAS Reading Content Standards   | CASAS Levels       | A   | B | B | C | D | E | CCR only              |
| R2    | Vocabulary  |                    |     |   |   |   |   |   |                       |
| R2.12 | Interpret specialized vocabulary in context (e.g., consumer, work, field of interest) |                    |     |   |   | • | • | • | Rdg. 4;<br>Lang. 4, 6 |

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