

# Standards Hierarchies

## CCSS Math

<b>Content Domain</b>	<b>Geometry CCSS Math Grade 3</b>
<b>The Standard</b>	<b>3.G.A</b> Reason with shapes and their attributes.
<b>The Indicators</b>	<b>3.G.1</b> Understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
	<b>3.G.2</b> Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

## CCSS ELA

<b>Content Domain</b>	<b>Reading Standards for Literature K–5</b>
<b>The Standard</b>	<b>Key Ideas and Details</b>
<b>The Indicators</b>	RL-1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
	RL-2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

## MLR’s Social Studies

<b>Content Domain</b>	<b>A. Applications of Social Studies Processes, Knowledge, and Skills: Students apply critical thinking, a research process, and <i>discipline-based processes</i> and knowledge from civics/government, economics, geography, and history in <i>authentic contexts</i>.</b>
	<b>A1 Researching and Developing Positions on Current Social Studies Issues</b>
<b>The Standard</b>	<b>Students research, develop, present, and defend positions on <i>current social studies issues</i> by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</b>
<b>The Indicators</b>	<ul style="list-style-type: none"> <li>a. Develop research questions related to a <i>current social studies issue</i>.</li> <li>b. Select and apply research methods that are appropriate for the purpose of the inquiry.</li> <li>c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.</li> <li>d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives.</li> <li>e. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication.</li> <li>f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and <i>citations</i>.</li> <li>g. Develop a clear well-supported position.</li> <li>h. Present and defend a well-supported position to a <i>variety of audiences</i> using a prescribed format.</li> <li>i. Select and use appropriate tools, methods, and sources from government, history, geography, economics, or related fields, including <i>ethical reasoning skills</i>.</li> <li>j. Access and present information ethically and legally.</li> </ul>

## CCSS Special Cases

<b>Content domain</b>	<b>Writing</b>
<b>The Standard</b>	<b>Text Types and Purposes. 1.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>The Indicators (a – f)</b>	<ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> </ul>