

Introduction

Given the open-ended nature of the VEX IQ Challenge STEM Research Project, the education standards that are addressed by a particular team will vary greatly depending upon the direction and subject matter chosen by the team.

The education standards listed below reflect MANY of the standards that CAN BE addressed through the VEX IQ Challenge STEM Research Project process. Each team is encouraged to choose its own path to meet its own unique learning needs while still meeting all project requirements.

Next Generation Science Standards

For more about Next Generation Science Standards, visit: <http://www.nextgenscience.org/>.

Grade	Category	PE Code	Performance Expectation (PE)
K-2	Engineering Design	K-2-ETS-1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
K-2	Engineering Design	K-2-ETS-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
K-2	Engineering Design	K-2-ETS-3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.
3	Forces and Interactions	3-PS2-2	Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
4	Energy	4-PS3-1	Use evidence to construct an explanation relating the speed of an object to the energy of that object.
4	Energy	4-PS3-4	Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
3-5	Engineering Design	3-5-ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
6-8	Forces and Interactions	MS-PS2-2	Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
6-8	Energy	MS-PS3-1	Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.
6-8	Energy	MS-PS3-5	Construct, use, and present arguments to support the claim that when the motion energy of an object changes, energy is transferred to or from the object.
6-8	Engineering Design	MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
6-8	Engineering Design	MS-ETS1-2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
6-8	Engineering Design	MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
6-8	Engineering Design	MS-ETS1-4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Standards for Technological Literacy

Standards for Technological Literacy (STL) visit: http://www.iteea.org/TAA/Publications/TAA_Publications.html.

Code	Grade	Standard	Benchmark
1.F.	6-8	Students will develop an understanding of the characteristics and scope of technology.	New products and systems can be developed to solve problems or to help do things that could not be done without the help of technology.
2.F.	3-5	Students will develop an understanding of the core concepts of technology.	A subsystem is a system that operates as a part of another system.
2.K.	3-5	Students will develop an understanding of the core concepts of technology.	Tools and machines extend human capabilities, such as holding, lifting, carrying, fastening, separating, and computing.
2.O.	6-8	Students will develop an understanding of the core concepts of technology.	An open-loop system has no feedback path and requires human intervention, while a closed-loop system uses feedback.
3.C.	3-5	Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.	Various relationships exist between technology and other fields of study.
3.F.	6-8	Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.	Knowledge gained from other fields of study has a direct effect on the development of technological products and systems.
9.A.	K-2	Students will develop an understanding of engineering design.	The engineering design process includes identifying a problem, looking for ideas, developing solutions, and sharing solutions with others.
9.B.	K-2	Students will develop an understanding of engineering design.	Expressing ideas to others verbally and through sketches and models is an important part of the design process.
9.F.	6-8	Students will develop an understanding of engineering design.	Design involves a set of steps, which can be performed in different sequences and repeated as needed.
9.H.	6-8	Students will develop an understanding of engineering design.	Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions.
11.A.	K-2	Students will develop abilities to apply the design process.	Brainstorm people's needs and wants and pick some problems that can be solved through the design process.
11.C.	K-2	Students will develop abilities to apply the design process.	Investigate how things are made and how they can be improved.
11.D.	3-5	Students will develop abilities to apply the design process.	Identify and collect information about everyday problems that can be solved by technology, and generate ideas and requirements for solving a problem.
11.E.	3-5	Students will develop abilities to apply the design process.	The process of designing involves presenting some possible solutions in visual form and then selecting the best solution(s) from many.
12.G.	3-5	Students will develop the abilities to use and maintain technological products and systems.	Use common symbols, such as numbers and words, to communicate key ideas.
12.J.	6-8	Students will develop the abilities to use and maintain technological products and systems.	Use computers and calculators in various applications.

Code	Grade	Standard	Benchmark
16.D.	3-5	Students will develop an understanding of and be able to select and use energy and power technologies.	Tools, machines, products, and systems use energy in order to do work.
16.E.	6-8	Students will develop an understanding of and be able to select and use energy and power technologies.	Energy is the capacity to do work.
16.F.	6-8	Students will develop an understanding of and be able to select and use energy and power technologies.	Energy can be used to do work, using many processes.
16.G	6-8	Students will develop an understanding of and be able to select and use energy and power technologies.	Power is the rate at which energy is converted from one form to another or transferred from one place to another, or the rate at which work is done.
17.A.	K-2	Students will develop an understanding of and be able to select and use information and communication technologies.	Information is data that has been organized.
17.D.	3-5	Students will develop an understanding of and be able to select and use information and communication technologies.	The processing of information through the use of technology can be used to help humans make decisions and solve problems.
17.E.	3-5	Students will develop an understanding of and be able to select and use information and communication technologies.	Information can be acquired and sent through a variety of technological sources, including print and electronic media.
17.G.	3-5	Students will develop an understanding of and be able to select and use information and communication technologies.	Letters, characters, icons, and signs are symbols that represent ideas, quantities, elements, and operations.
17.J.	6-8	Students will develop an understanding of and be able to select and use information and communication technologies.	The design of a message is influenced by such factors as the intended audience, medium, purpose, and nature of the message.
17.K.	6-8	Students will develop an understanding of and be able to select and use information and communication technologies.	The use of symbols, measurements, and drawings promotes clear communication by providing a common language to express ideas

Common Core Standards for Mathematics and English

For more about Common Core Standards, visit: <http://www.corestandards.org/>.

Common Core Standards for Mathematics			
Domain #	Grade	Cluster	Standard
2.OA	2	Operations and Algebraic Thinking	Represent and solve problems involving addition and subtraction.
2.OA	2	Operations and Algebraic Thinking	Add and subtract within 20.
2.MD	2	Measurement and Data	Measure and estimate lengths in standard units.
2.MD	2	Measurement and Data	Relate addition and subtraction to length.

Common Core Standards for Mathematics

Domain #	Grade	Cluster	Standard
2.MD	2	Measurement and Data	Represent and interpret data.
3.OA	3	Operations and Algebraic Thinking	Represent and solve problems involving multiplication and division.
3.OA	3	Operations and Algebraic Thinking	Multiply and divide within 100.
3.MD	3	Measurement and Data	Represent and interpret data.
4.OA	4	Operations and Algebraic Thinking	Use the four operations with whole numbers to solve problems.
4.OA	4	Operations and Algebraic Thinking	Gain familiarity with factors and multiples.
4.OA	4	Operations and Algebraic Thinking	Generate and analyze patterns.
4.NBT	4	Number and Operations in Base Ten	Use place value understanding and properties of operations to perform multi-digit arithmetic.
4.NF	4	Number & Operations - Fractions	Understand decimal notation for fractions, and compare decimal fractions.
4.MD	4	Measurement and Data	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
4.MD	4	Measurement and Data	Represent and interpret data.
4.MD	4	Measurement and Data	Geometric measurement: understand concepts of angle and measure angles.
5.OA	5	Operations and Algebraic Thinking	Write and interpret numerical expressions.
5.NBT	5	Number and Operations in Base Ten	Understand the place value system.
5.NBT	5	Number and Operations in Base Ten	Perform operations with multi-digit whole numbers and with decimals to hundredths.
5.MD	5	Measurement and Data	Represent and interpret data.
6.RP	6	Ratios and Proportional Relationships	Understand ratio concepts and use ratio reasoning to solve problems.
6.EE	6	Expressions and Equations	Apply and extend previous understandings of arithmetic to algebraic expressions.
6.EE	6	Expressions and Equations	Represent and analyze quantitative relationships between dependent and independent variables.
6.SP	6	Statistics and Probability	Develop understanding of statistical variability.
6.SP	6	Statistics and Probability	Summarize and describe distributions.
7.RP	7	Ratios and Proportional Relationships	Analyze proportional relationships and use them to solve real-world and mathematical problems.
7.EE	7	Expressions and Equations	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
8.G	8	Geometry	Understand and apply the Pythagorean Theorem.

Common Core Standards for English Language Arts

Please download the English Language Arts Standards for additional benchmark information.

Domain	Grade	Cluster	Standard
RI	3	Key Ideas and Details	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI	3	Key Ideas and Details	2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI	3	Key Ideas and Details	3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI	4	Key Ideas and Details	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI	4	Key Ideas and Details	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI	4	Key Ideas and Details	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI	5	Key Ideas and Details	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI	5	Key Ideas and Details	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI	5	Key Ideas and Details	3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI	6	Key Ideas and Details	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI	6	Key Ideas and Details	2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI	7	Key Ideas and Details	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI	7	Key Ideas and Details	2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI	8	Key Ideas and Details	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from text.
RI	8	Key Ideas and Details	2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RI	3	Integration of Knowledge & Ideas	7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI	3	Integration of Knowledge & Ideas	8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI	3	Integration of Knowledge & Ideas	9. Compare and contrast the most important points and key details presented in two texts on the same topic.
RI	4	Integration of Knowledge & Ideas	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

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Domain	Grade	Cluster	Standard
RI	4	Integration of Knowledge & Ideas	8. Explain how an author uses reasons and evidence to support particular points in a text.
RI	4	Integration of Knowledge & Ideas	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI	5	Integration of Knowledge & Ideas	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI	5	Integration of Knowledge & Ideas	8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI	5	Integration of Knowledge & Ideas	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI	6	Integration of Knowledge & Ideas	7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI	6	Integration of Knowledge & Ideas	8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI	6	Integration of Knowledge & Ideas	9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
RI	7	Integration of Knowledge & Ideas	7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
RI	7	Integration of Knowledge & Ideas	8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI	7	Integration of Knowledge & Ideas	9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RI	8	Integration of Knowledge & Ideas	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
I	8	Integration of Knowledge & Ideas	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI	8	Integration of Knowledge & Ideas	9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
W	3	Text Types & Purposes	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W	4	Text Types & Purposes	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W	5	Text Types & Purposes	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W	6	Text Types & Purposes	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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Domain	Grade	Cluster	Standard
W	7	Text Types & Purposes	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W	8	Text Types & Purposes	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W	3	Production & Distribution of Writing	4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W	3	Production & Distribution of Writing	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W	3	Production & Distribution of Writing	6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
W	4	Production & Distribution of Writing	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W	4	Production & Distribution of Writing	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W	4	Production & Distribution of Writing	6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
W	5	Production & Distribution of Writing	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W	5	Production & Distribution of Writing	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W	5	Production & Distribution of Writing	6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W	6	Production & Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W	6	Production & Distribution of Writing	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W	6	Production & Distribution of Writing	6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
W	7	Production & Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Common Core Standards for English Language Arts

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Domain	Grade	Cluster	Standard
W	7	Production & Distribution of Writing	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W	7	Production & Distribution of Writing	6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W	8	Production & Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W	8	Production & Distribution of Writing	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W	8	Production & Distribution of Writing	6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W	3	Research to Build and Present Knowledge	7. Conduct short research projects that build knowledge about a topic.
W	3	Research to Build and Present Knowledge	8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W	4	Research to Build and Present Knowledge	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W	4	Research to Build and Present Knowledge	8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W	4	Research to Build and Present Knowledge	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W	5	Research to Build and Present Knowledge	7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W	5	Research to Build and Present Knowledge	8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W	5	Research to Build and Present Knowledge	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W	6	Research to Build and Present Knowledge	7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W	6	Research to Build and Present Knowledge	8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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Domain	Grade	Cluster	Standard
W	6	Research to Build and Present Knowledge	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W	7	Research to Build and Present Knowledge	7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W	7	Research to Build and Present Knowledge	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W	7	Research to Build and Present Knowledge	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W	8	Research to Build and Present Knowledge	7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W	8	Research to Build and Present Knowledge	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W	8	Research to Build and Present Knowledge	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL	3	Presentation of Knowledge & Ideas	4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL	3	Presentation of Knowledge & Ideas	5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL	3	Presentation of Knowledge & Ideas	6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SL	4	Presentation of Knowledge & Ideas	4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL	4	Presentation of Knowledge & Ideas	5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL	4	Presentation of Knowledge & Ideas	6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
SL	5	Presentation of Knowledge & Ideas	4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL	5	Presentation of Knowledge & Ideas	5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL	5	Presentation of Knowledge & Ideas	6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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Domain	Grade	Cluster	Standard
SL	6	Presentation of Knowledge & Ideas	4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
SL	6	Presentation of Knowledge & Ideas	5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL	6	Presentation of Knowledge & Ideas	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
SL	7	Presentation of Knowledge & Ideas	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
SL	7	Presentation of Knowledge & Ideas	5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL	7	Presentation of Knowledge & Ideas	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
SL	8	Presentation of Knowledge & Ideas	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL	8	Presentation of Knowledge & Ideas	5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL	8	Presentation of Knowledge & Ideas	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L	3	Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L	3	Conventions of Standard English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L	4	Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L	4	Conventions of Standard English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L	5	Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L	5	Conventions of Standard English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L	6	Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L	6	Conventions of Standard English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L	7	Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L	7	Conventions of Standard English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L	8	Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L	8	Conventions of Standard English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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Domain	Grade	Cluster	Standard
L	3	Knowledge of Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L	4	Knowledge of Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L	5	Knowledge of Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L	6	Knowledge of Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L	7	Knowledge of Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L	8	Knowledge of Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.