

**Common Core State Standards
for Mathematics and English Language Arts**

Correlated to

**BRIGANCE[®] Comprehensive Inventory of Basic Skills II
Standardized
(CIBS II Standardized)**

July 2011



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English Language Arts Standards Kindergarten	CIBS II Standardized Assessments
Reading: Literature	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text.	A-18 Readiness for Reading B-6a Comprehends Passages at Primer Level
2. With prompting and support, retell familiar stories, including key details.	A-18 Readiness for Reading
3. With prompting and support, identify characters, settings, and major events in a story.	A-18 Readiness for Reading B-6a Comprehends Passages at Primer Level
Reading: Informational Text	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text.	A-18 Readiness for Reading
2. With prompting and support, identify the main topic and retell key details of a text.	A-18 Readiness for Reading
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	A-18 Readiness for Reading
Reading: Foundational Skills	
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print.	
Follow words from left to right, top to bottom, and page by page.	A-18 Readiness for Reading
Recognize and name all upper- and lowercase letters of the alphabet.	A-17 Reads Lowercase Letters A-23 Reads Uppercase Letters
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
Count, pronounce, blend, and segment syllables in spoken words.	B-4 Word Analysis Survey
Blend and segment onsets and rimes of single-syllable spoken words.	A-30 Articulation - Initial Sounds of Words A-31 Articulation - Final Sounds of Words A-32 Auditory Discrimination A-33 Identifies Initial Consonants in Spoken Words B-4 Word Analysis Survey
Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with //, /r/, or /x/.)	A-30 Articulation - Initial Sounds of Words A-31 Articulation - Final Sounds of Words A-32 Auditory Discrimination A-33 Identifies Initial Consonants in

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English Language Arts Standards Kindergarten	CIBS II Standardized Assessments
	Spoken Words B-4 Word Analysis Survey
Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	B-4 Word Analysis Survey
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	A-34 Sounds of Letters
Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	A-18 Readiness for Reading A-19 Knows Common Signs B-1 Warning and Safety Signs B-2 Warning Labels B-3 Word Recognition Grade-Placement Test
Fluency	
4. Read emergent-reader texts with purpose and understanding.	A-18 Readiness for Reading B-6a Comprehends Passages at Primer Level
Writing	
Text Types and Purposes	
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	B-10 Sentence-Writing Grade-Placement Test
Speaking & Listening	
Comprehension and Collaboration	
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	B-6a Comprehends Passages at Primer Level
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	A-20 Oral Expression
Presentation of Knowledge and Ideas	
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	A-20 Oral Expression
6. Speak audibly and express thoughts, feelings, and ideas clearly.	A-20 Oral Expression
Language	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

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English Language Arts Standards Kindergarten	CIBS II Standardized Assessments
Print many upper- and lowercase letters.	A-9 Prints Uppercase Letters in Sequence A-14 Prints Lowercase Letters in Sequence A-15 Prints Uppercase Letters Dictated A-16 Prints Lowercase Letters Dictated
Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	A-20 Oral Expression
Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	A-3 Understands Directional and Positional Concepts
Produce and expand complete sentences in shared language activities.	A-20 Oral Expression B-10 Sentence-Writing Grade-Placement Test
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Write a letter or letters for most consonant and short-vowel sounds (phonemes).	A-34 Sounds of Letters
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	B-9 Spelling Grade-Placement Test
Vocabulary Acquisition and Use	
5. With guidance and support from adults, explore word relationships and nuances in word meanings.	
Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	A-20 Oral Expression B-5 Reading Vocabulary Comprehension Grade-Placement Test B-11 Listening Vocabulary Comprehension Grade-Placement Test
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	A-20 Oral Expression B-6a Comprehends Passages at Primer Level

English Language Arts Standards Grade 1	CIBS II Standardized Assessments
Reading: Literature	
Key Ideas and Details	
1. Ask and answer questions about key details in a text.	A-18 Readiness for Reading B-6b Comprehends Passages at Lower First-Grade Level B-6c Comprehends Passages at Upper First-Grade Level
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	A-18 Readiness for Reading
3. Describe characters, settings, and major events in a story, using key details.	A-18 Readiness for Reading

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English Language Arts Standards Grade 1	CIBS II Standardized Assessments
	B-6b Comprehends Passages at Lower First-Grade Level B-6c Comprehends Passages at Upper First-Grade Level
Integration of Knowledge and Ideas	
7. Use illustrations and details in a story to describe its characters, setting, or events.	A-18 Readiness for Reading B-6b Comprehends Passages at Lower First-Grade Level B-6c Comprehends Passages at Upper First-Grade Level
Range of Reading and Level of Text Complexity	
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	A-18 Readiness for Reading B-6b Comprehends Passages at Lower First-Grade Level B-6c Comprehends Passages at Upper First-Grade Level
Reading: Informational Text	
Key Ideas and Details	
1. Ask and answer questions about key details in a text.	A-18 Readiness for Reading
2. Identify the main topic and retell key details of a text.	A-18 Readiness for Reading
Craft and Structure	
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	A-18 Readiness for Reading
Integration of Knowledge and Ideas	
7. Use the illustrations and details in a text to describe its key ideas.	A-18 Readiness for Reading
Range of Reading and Level of Text Complexity	
10. With prompting and support, read informational texts appropriately complex for grade 1.	A-18 Readiness for Reading
Reading: Foundational Skills	
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	A-30 Articulation - Initial Sounds of Words A-31 Articulation - Final Sounds of Words A-32 Auditory Discrimination A-33 Identifies Initial Consonants in Spoken Words

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English Language Arts Standards Grade 1	CIBS II Standardized Assessments
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	B-4 Word Analysis Survey A-30 Articulation - Initial Sounds of Words A-31 Articulation - Final Sounds of Words A-32 Auditory Discrimination A-33 Identifies Initial Consonants in Spoken Words B-4 Word Analysis Survey
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	B-4 Word Analysis Survey
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	B-9 Spelling Grade-Placement Test
Decode regularly spelled one-syllable words.	B-3 Word Recognition Grade-Placement Test
Decode two-syllable words following basic patterns by breaking the words into syllables.	B-3 Word Recognition Grade-Placement Test
Recognize and read grade-appropriate irregularly spelled words.	B-3 Word Recognition Grade-Placement Test
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
Read grade-level text with purpose and understanding.	A-18 Readiness for Reading B-6b Comprehends Passages at Lower First-Grade Level B-6c Comprehends Passages at Upper First-Grade Level
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	B-5 Reading Vocabulary Comprehension Grade-Placement Test B-6b Comprehends Passages at Lower First-Grade Level B-6c Comprehends Passages at Upper First-Grade Level
Writing	
Text Types and Purposes	
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic,	B-10 Sentence-Writing Grade-Placement

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English Language Arts Standards Grade 1	CIBS II Standardized Assessments
and provide some sense of closure.	Test
Speaking & Listening	
Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	
Ask questions to clear up any confusion about the topics and texts under discussion.	A-20 Oral Expression
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	A-20 Oral Expression
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	A-20 Oral Expression
Presentation of Knowledge and Ideas	
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	A-20 Oral Expression
6. Produce complete sentences when appropriate to task and situation.	A-20 Oral Expression
Language	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Print all upper- and lowercase letters.	A-9 Prints Uppercase Letters in Sequence A-14 Prints Lowercase Letters in Sequence A-15 Prints Uppercase Letters Dictated A-16 Prints Lowercase Letters Dictated
Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	B-10 Sentence-Writing Grade-Placement Test
Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	A-3 Understands Directional and Positional Concepts
Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	A-20 Oral Expression B-10 Sentence-Writing Grade-Placement Test
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Capitalize dates and names of people.	A-10 Prints Personal Data
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	B-9 Spelling Grade-Placement Test
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	

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English Language Arts Standards Grade 1	CIBS II Standardized Assessments
Use sentence-level context as a clue to the meaning of a word or phrase.	B-6b Comprehends Passages at Lower First-Grade Level B-6c Comprehends Passages at Upper First-Grade Level
5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	A-20 Oral Expression B-5 Reading Vocabulary Comprehension Grade-Placement Test B-11 Listening Vocabulary Comprehension Grade-Placement Test
English Language Arts Standards Grade 2	CIBS II Standardized Assessments
Reading: Literature	
Key Ideas and Details	
1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	A-18 Readiness for Reading B-6d Comprehends Passages at Lower Second-Grade Level B-6e Comprehends Passages at Upper Second-Grade Level
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	A-18 Readiness for Reading
3. Describe how characters in a story respond to major events and challenges.	A-18 Readiness for Reading B-6d Comprehends Passages at Lower Second-Grade Level B-6e Comprehends Passages at Upper Second-Grade Level
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	A-18 Readiness for Reading B-6d Comprehends Passages at Lower Second-Grade Level B-6e Comprehends Passages at Upper Second-Grade Level
Reading: Foundational Skills	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	

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English Language Arts Standards Grade 2	CIBS II Standardized Assessments
Decode regularly spelled two-syllable words with long vowels.	B-3 Word Recognition Grade-Placement Test
Recognize and read grade-appropriate irregularly spelled words.	B-3 Word Recognition Grade-Placement Test
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
Read grade-level text with purpose and understanding.	B-6d Comprehends Passages at Lower Second-Grade Level B-6e Comprehends Passages at Upper Second-Grade Level
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	B-5 Reading Vocabulary Comprehension Grade-Placement Test B-10 Sentence-Writing Grade-Placement Test
Reading: Informational Text	
Key Ideas and Details	
1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	A-18 Readiness for Reading
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	A-18 Readiness for Reading
Craft and Structure	
7. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	A-18 Readiness for Reading
Integration of Knowledge and Ideas	
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	A-18 Readiness for Reading
Range of Reading and Level of Text Complexity	
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	A-18 Readiness for Reading
Writing	
Text Types and Purposes	
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	B-10 Sentence-Writing Grade-Placement Test
Speaking & Listening	

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English Language Arts Standards Grade 2	CIBS II Standardized Assessments
Presentation of Knowledge and Ideas	
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	A-20 Oral Expression
Language	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	A-20 Oral Expression B-10 Sentence-Writing Grade-Placement Test
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	
Use sentence-level context as a clue to the meaning of a word or phrase.	B-6d Comprehends Passages at Lower Second-Grade Level B-6e Comprehends Passages at Upper Second-Grade Level
English Language Arts Standards Grade 3	CIBS II Standardized Assessments
Reading: Literature	
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.	B-6f Comprehends Passages at Lower Third-Grade Level B-6g Comprehends Passages at Upper Third-Grade Level
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	B-6f Comprehends Passages at Lower Third-Grade Level B-6g Comprehends Passages at Upper Third-Grade Level
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	B-6f Comprehends Passages at Lower Third-Grade Level B-6g Comprehends Passages at Upper Third-Grade Level
Range of Reading and Complexity of Text	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	B-6f Comprehends Passages at Lower Third-Grade Level

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English Language Arts Standards Grade 3	CIBS II Standardized Assessments
	B-6g Comprehends Passages at Upper Third-Grade Level
Reading: Foundational Skills	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
Decode multisyllable words.	B-3 Word Recognition Grade-Placement Test
Read grade-appropriate irregularly spelled words.	B-3 Word Recognition Grade-Placement Test
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
Read grade-level text with purpose and understanding.	B-6f Comprehends Passages at Lower Third-Grade Level B-6g Comprehends Passages at Upper Third-Grade Level
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	B-5 Reading Vocabulary Comprehension Grade-Placement Test B-6f Comprehends Passages at Lower Third-Grade Level B-6g Comprehends Passages at Upper Third-Grade Level
Writing	
Text Types and Purposes	
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
Develop the topic with facts, definitions, and details.	B-10 Sentence-Writing Grade-Placement Test
Language	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Produce simple, compound, and complex sentences.	B-10 Sentence-Writing Grade-Placement Test
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	B-9 Spelling Grade-Placement Test
Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable</i>	B-9 Spelling Grade-Placement Test

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English Language Arts Standards Grade 3	CIBS II Standardized Assessments
<i>patterns, ending rules, meaningful word parts</i>) in writing words.	
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	
Use sentence-level context as a clue to the meaning of a word or phrase.	B-6f Comprehends Passages at Lower Third-Grade Level B-6g Comprehends Passages at Upper Third-Grade Level
English Language Arts Standards Grade 4	CIBS II Standardized Assessments
Reading: Literature	
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.	B-6h Comprehends Passages at Fourth Grade Level
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	B-6h Comprehends Passages at Fourth Grade Level
Range of Reading and Complexity of Text	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	B-6h Comprehends Passages at Fourth Grade Level
Reading: Foundational Skills	
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
Read grade-level text with purpose and understanding.	B-6h Comprehends Passages at Fourth Grade Level
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	B-5 Reading Vocabulary Comprehension Grade-Placement Test B-6h Comprehends Passages at Fourth Grade Level
Writing	
Text Types and Purposes	
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	B-10 Sentence-Writing Grade-Placement Test
Language	

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English Language Arts Standards Grade 4	CIBS II Standardized Assessments
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	B-10 Sentence-Writing Grade-Placement Test
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Spell grade-appropriate words correctly, consulting references as needed.	B-9 Spelling Grade-Placement Test
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
Choose words and phrases to convey ideas precisely.	B-10 Sentence-Writing Grade-Placement Test
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	B-5 Reading Vocabulary Comprehension Grade-Placement Test B-6h Comprehends Passages at Fourth Grade Level B-11 Listening Vocabulary Comprehension Grade-Placement Test
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	B-5 Reading Vocabulary Comprehension Grade-Placement Test B-11 Listening Vocabulary Comprehension Grade-Placement Test

English Language Arts Standards Grade 5	CIBS II Standardized Assessments
Reading: Literature	
Key Ideas and Details	
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	
	B-6i Comprehends Passages at Fifth-Grade Level
Range of Reading and Complexity of Text	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	
	B-6i Comprehends Passages at Fifth-Grade Level

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English Language Arts Standards Grade 5	CIBS II Standardized Assessments
Reading: Foundational Skills	
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
Read grade-level text with purpose and understanding.	B-6i Comprehends Passages at Fifth-Grade Level
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	B-5 Reading Vocabulary Comprehension Grade-Placement Test B-6i Comprehends Passages at Fifth-Grade Level
Writing	
Text Types and Purposes	
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	B-10 Sentence-Writing Grade-Placement Test
Language	
Conventions of Standard English	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Spell grade-appropriate words correctly, consulting references as needed.	B-9 Spelling Grade-Placement Test
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	B-5 Reading Vocabulary Comprehension Grade-Placement Test B-6i Comprehends Passages at Fifth-Grade Level B-11 Listening Vocabulary Comprehension Grade-Placement Test
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	B-5 Reading Vocabulary Comprehension Grade-Placement Test B-6i Comprehends Passages at Fifth-Grade Level B-11 Listening Vocabulary Comprehension Grade-Placement Test

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English Language Arts Standards Grade 6		CIBS II Standardized Assessments
Reading: Literature		
Key Ideas and Details		
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		B-6j Comprehends Passages at Sixth-Grade Level
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		B-6j Comprehends Passages at Sixth-Grade Level
Writing		
Text Types and 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.		
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		B-10 Sentence-Writing Grade-Placement Test
Language		
Conventions of Standard English		
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
Spell correctly.		B-9 Spelling Grade-Placement Test
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.		
Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.		B-5 Reading Vocabulary Comprehension Grade-Placement Test B-6j Comprehends Passages at Sixth-Grade Level B-11 Listening Vocabulary Comprehension Grade-Placement Test
English Language Arts Standards Grade 7		CIBS II Standardized Assessments
Reading: Literature		
Key Ideas and Details		
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.		B-6k Comprehends Passages at Seventh-Grade Level
Range of Reading and Level of Text Complexity		

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English Language Arts Standards Grade 7	CIBS II Standardized Assessments
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	B-6k Comprehends Passages at Seventh-Grade Level
Writing	
Text Types and 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.	
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	B-10 Sentence-Writing Grade-Placement Test
Language	
Conventions of Standard English	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Spell correctly.	B-9 Spelling Grade-Placement Test
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.	
Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	B-5 Reading Vocabulary Comprehension Grade-Placement Test B-6k Comprehends Passages at Seventh-Grade Level B-11 Listening Vocabulary Comprehension Grade-Placement Test
English Language Arts Standards Grade 8	CIBS II Standardized Assessments
Reading: Literature	
Key Ideas and Details	
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	
B-6l Comprehends Passages at Eighth-Grade Level	
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	
B-6l Comprehends Passages at Eighth-Grade Level	
Writing	
Text Types and Purposes	
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and	

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English Language Arts Standards Grade 8	CIBS II Standardized Assessments
analysis of relevant content.	
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	B-10 Sentence-Writing Grade-Placement Test
Language	
Conventions of Standard English	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Spell correctly.	B-9 Spelling Grade-Placement Test
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.	
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	B-5 Reading Vocabulary Comprehension Grade-Placement Test B-6l Comprehends Passages at Eighth-Grade Level B-11 Listening Vocabulary Comprehension Grade-Placement Test
English Language Arts Standards Grades 9 – 10	CIBS II Standardized Assessments
Reading: Literature	
Key Ideas and Details	
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	B-6m Comprehends Passages at Ninth-Grade Level
Range of Reading and Level of Text Complexity	
10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	B-6m Comprehends Passages at Ninth-Grade Level
Writing	
Text Types and Purposes	
2. 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.	
Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	B-10 Sentence-Writing Grade-Placement Test
Language	

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English Language Arts Standards Grades 9 – 10	CIBS II Standardized Assessments
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	B-10 Sentence-Writing Grade-Placement Test
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.	
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	B-5 Reading Vocabulary Comprehension Grade-Placement Test B-6m Comprehends Passages at Ninth-Grade Level B-11 Listening Vocabulary Comprehension Grade-Placement Test
Mathematics Standards Kindergarten	
Counting & Cardinality	
Know number names and the count sequence.	
1. Count to 100 by ones and by tens.	A-24 Rote Counting
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	A-11 Writes Numerals in Sequence A-29 Numerical Comprehension
Count to tell the number of objects.	
4. Understand the relationship between numbers and quantities; connect counting to cardinality.	
Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	A-26 Counts Objects
5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	A-26 Counts Objects A-29 Numerical Comprehension
Operations & Algebraic Thinking	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	A-28 Joins Sets
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	A-28 Joins Sets
5. Fluently add and subtract within 5.	A-28 Joins Sets
Measurement & Data	

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Mathematics Standards Kindergarten	CIBS II Standardized Assessments
Describe and compare measurable attributes.	
2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>	A-25 Understands Quantitative Concepts
Geometry	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i>	A-3 Understands Directional and Positional Concepts
Mathematics Standards Grade 1	CIBS II Standardized Assessments
Operations & Algebraic Thinking	
Represent and solve problems involving addition and subtraction.	
1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	B-8 Problem-Solving Grade-Placement Test
Add and subtract within 20.	
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	B-7 Computational Skills Grade-Placement Test B-8 Problem-Solving Grade-Placement Test
Work with addition and subtraction equations.	
8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.</i>	B-7 Computational Skills Grade-Placement Test B-8 Problem-Solving Grade-Placement Test
Number & Operations in Base Ten	
Extend the counting sequence.	
1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	A-11 Writes Numerals in Sequence A-24 Rote Counting A-27 Reads Numerals A-29 Numerical Comprehension
Use place value understanding and properties of operations to add and subtract.	

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Mathematics Standards Grade 1	CIBS II Standardized Assessments
4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	B-7 Computational Skills Grade-Placement Test B-8 Problem-Solving Grade-Placement Test
Mathematics Standards Grade 2	
Operations & Algebraic Thinking	
Represent and solve problems involving addition and subtraction.	
1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	B-8 Problem-Solving Grade-Placement Test
Add and subtract within 20.	
2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	B-7 Computational Skills Grade-Placement Test B-8 Problem-Solving Grade-Placement Test
Number & Operations in Base Ten	
Understand place value.	
2. Count within 1000; skip-count by 5s, 10s, and 100s.	A-24 Rote Counting
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	A-11 Writes Numerals in Sequence A-27 Reads Numerals
Use place value understanding and properties of operations to add and subtract.	
5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	B-7 Computational Skills Grade-Placement Test B-8 Problem-Solving Grade-Placement Test
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	B-7 Computational Skills Grade-Placement Test B-8 Problem-Solving Grade-Placement Test
7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds	B-7 Computational Skills Grade-Placement Test B-8 Problem-Solving Grade-Placement Test

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Mathematics Standards Grade 2	
or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	Test
Mathematics Standards Grade 3	
Operations & Algebraic Thinking	
Multiply and divide within 100.	
7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	B-7 Computational Skills Grade-Placement Test
Solve problems involving the four operations, and identify and explain patterns in arithmetic.	
8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	B-8 Problem-Solving Grade-Placement Test
Number & Operations in Base Ten	
Use place value understanding and properties of operations to perform multi-digit arithmetic.	
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	B-7 Computational Skills Grade-Placement Test B-8 Problem-Solving Grade-Placement Test
Mathematics Standards Grade 4	
CIBS II Standardized Assessments	
Number & Operations in Base Ten	
Use place value understanding and properties of operations to perform multi-digit arithmetic.	
4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.	B-7 Computational Skills Grade-Placement Test B-8 Problem-Solving Grade-Placement Test
5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	B-7 Computational Skills Grade-Placement Test
6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	B-7 Computational Skills Grade-Placement Test
Measurement & Data	

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Mathematics Standards Grade 4	CIBS II Standardized Assessments
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	
3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.	
Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	B-7 Computational Skills Grade-Placement Test B-8 Problem-Solving Grade-Placement Test
Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	B-8 Problem-Solving Grade-Placement Test
Mathematics Standards Grade 5	CIBS II Standardized Assessments
Number & Operations in Base Ten	
Perform operations with multi-digit whole numbers and with decimals to hundredths.	
5. Fluently multiply multi-digit whole numbers using the standard algorithm.	B-7 Computational Skills Grade-Placement Test
6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	B-7 Computational Skills Grade-Placement Test
7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	B-7 Computational Skills Grade-Placement Test B-8 Problem-Solving Grade-Placement Test
Number & Operations—Fractions	
Use equivalent fractions as a strategy to add and subtract fractions.	
1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i>	B-7 Computational Skills Grade-Placement Test B-8 Problem-Solving Grade-Placement Test
Apply and extend previous understandings of multiplication and division to multiply and divide fractions	
7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	
Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</i>	B-7 Computational Skills Grade-Placement Test

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Mathematics Standards Grade 6	CIBS II Standardized Assessments
The Number System	
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	
1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi? Compute fluently with multi-digit numbers and find common factors and multiples.</i>	B-7 Computational Skills Grade-Placement Test
Compute fluently with multi-digit numbers and find common factors and multiples.	
3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	B-7 Computational Skills Grade-Placement Test B-8 Problem-Solving Grade-Placement Test
4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express $36 + 8$ as $4(9 + 2)$. Apply and extend previous understandings of numbers to the system of rational numbers.</i>	B-7 Computational Skills Grade-Placement Test
Mathematics Standards Grade 7	
CIBS II Standardized Assessments	
The Number System	
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	
1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	
Apply properties of operations as strategies to add and subtract rational numbers.	B-7 Computational Skills Grade-Placement Test B-8 Problem-Solving Grade-Placement Test
2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	
Apply properties of operations as strategies to multiply and divide rational numbers.	B-7 Computational Skills Grade-Placement Test B-8 Problem-Solving Grade-Placement Test

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Mathematics Standards Grade 7	CIBS II Standardized Assessments
3. Solve real-world and mathematical problems involving the four operations with rational numbers.	B-7 Computational Skills Grade-Placement Test B-8 Problem-Solving Grade-Placement Test
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	
3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i>	B-7 Computational Skills Grade-Placement Test B-8 Problem-Solving Grade-Placement Test
Mathematics Standards Grade 8	CIBS II Standardized Assessments
Expressions & Equations	
Analyze and solve linear equations and pairs of simultaneous linear equations.	
7. Solve linear equations in one variable.	
Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	B-7 Computational Skills Grade-Placement Test