



Editorial U e-Lecture:
**The Story Behind
State Standards**

Accompanying Materials

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UpGradeEducation™

Adoption and Open Territory States

Adoption	Open Territory
Alabama Arkansas California Florida Georgia Idaho Indiana Kentucky Louisiana Mississippi New Mexico North Carolina Oklahoma Oregon South Carolina Tennessee Texas Utah Virginia West Virginia	Alaska Arizona Colorado Connecticut Delaware Hawaii Illinois Iowa Kansas Maine Maryland Massachusetts Michigan Minnesota Missouri Montana Nebraska Nevada New Hampshire New Jersey New York North Dakota Ohio Pennsylvania Rhode Island South Dakota Vermont Washington Wisconsin Wyoming



Examples of State Standards

Alaska (Open Territory State)

Alaska Content Standards are categorized not by grade, but by subject area. Standards are alphabetized and benchmarks are numbered. Grade Level Expectations, based on the content standards, are used to assess students' progress by grade. Here is an example of an Alaska Content Standard.

History

C: A student should develop the skills and processes of historical inquiry.

A student who meets the content standard should:

- 1) use appropriate technology to access, retrieve, organize, and present historical information;
- 2) use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- 3) apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record; and
- 4) use historical perspective to solve problems, make decisions, and understand other traditions.



Florida (Adoption State)

Sunshine State Standards are categorized by content area, then grade. Standards have also been adapted to include “Access Points,” which modify standards for students with significant cognitive disabilities. The method of classifying standards is markedly different from Alaska’s method. Here is an example of a Reading/Language Arts standard for fourth grade.

Fluency Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

The student will:

LA.4.1.5.1 - demonstrate the ability to read grade level text; and

LA.4.1.5.2 - adjust reading rate based on purpose, text difficulty, form, and style.

Access Points for Students with Significant Cognitive Disabilities

Independent: The student will read text with high frequency sight words and phonetically regular words with accuracy.

Supported: The student will read text with high frequency sight words and phonetically regular one-syllable words with accuracy.

Participatory: The student will:

- respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar stories and daily activities; and
- identify pictures or symbols paired with words to indicate the next step in a familiar daily activity.



Content Aligned to State Standards

These assessment questions have been aligned to Illinois standards. They are for early elementary grades.

Early Elementary

Standard: 14.C.1 Identify concepts of responsible citizenship including respect for the law, patriotism, civility and working with others.

1. Which of the following is a responsibility of citizens?
 - A. buying a home
 - B. practicing a religion
 - C. talking about politics
 - * D. following laws

Standard: 14.B.1 Identify the different levels of government as local, state and national.

2. Which group below makes sure to keep your town clean and safe?
 - A. your national government
 - B. your state government
 - * C. your local government
 - D. your school government

