

Measures of Academic Progress (MAP) for Primary Grades Common Core-Aligned Version 2

The NWEA Goal Structure is a document that represents the content and structure of a state’s standards documents. Goal structures are created through an alignment process that links state standards documents to the NWEA item bank. The MAP tests and associated reports for teachers and students are based upon this structure and alignment.

The alignment process begins with a thorough review of a state’s standards documents by NWEA’s curriculum specialists. The general goal areas or strands within a state’s standards that appear across grade levels become the goals in the goal structure (indicated below as bold). Areas in a state’s standards documents that are determined to be sub-domains of the goals/strands become the sub-goals in the goal structure (indented under each goal below).

Goal and sub-goal names from the Goal Structure are shortened for technical reasons. Report Names are shortened further to accommodate report specifications.

| Mathematics MPG Expanded Goal Structure | Mathematics MPG Goal Structure | Mathematics MPG Report Names |
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| Operations and Algebraic Thinking | Operations and Algebraic Thinking | Algebraic Thinking |
| Represent and solve problems involving addition, subtraction, multiplication and division: Understand addition as putting together and adding to and understand subtraction as taking apart and taking from; solve problems involving the four operations; solve one- and two-step problems with unknowns in all positions; interpret products and whole number quotients; use multiplication and division to solve word problems in situations involving equal groups, arrays, and measurement quantities; identify and explain patterns of arithmetic. | Represent and Solve Problems | |

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| <p>Understand and apply properties of operations and the relationship between addition and subtraction and understand and apply properties of multiplication and the relationship between multiplication and division: Work with equal groups to gain foundations for multiplication; determine whether a group of objects has an odd or even number of members; understand subtraction as an unknown-addend problem; understand the meaning of the equal sign; understand division as an unknown-factor problem.</p> | <p>Properties of Operations</p> | |
| <p>Number and Operations</p> | <p>Number and Operations</p> | <p>Number and Operations</p> |
| <p>Understand place value and count to tell the number of objects, know number names and the count sequence, and extend the counting sequence: Count within 1000 by 1s and 10s; skip-count by 5s, 10s, and 100s; read numerals and represent a number of objects with a numeral; count things arranged in a line, a rectangular array, or a circle, or as a scattered configuration; compose and decompose numbers into tens and ones; understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; compare numbers based on meanings of digits.</p> | <p>Understand Place Value, Counting, and Cardinality</p> | |
| <p>Use place value understanding and properties of operations to perform multi-digit arithmetic and develop understanding of fractions: Use concrete models, strategies, and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction; add and subtract multiples of 10; add and subtract within 1000; multiply one-digit whole numbers by multiples of 10; understand a fraction $\frac{1}{b}$ as the quantity formed by one part when the whole is partitioned</p> | <p>Number and Operations: Base Ten and Fractions</p> | |

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| <p>into b equal groups; understand and represent a fraction as a number on the number line; compare fractions and explain equivalence of fractions.</p> | | |
| <p>Measurement and Data</p> | <p>Measurement and Data</p> | <p>Measurement and Data</p> |
| <p>Solve problems involving measurement and estimation of lengths in standard units, intervals of time, liquid volumes, and masses of objects: Describe, compare and order measurable attributes of objects; relate addition and subtraction to length on a number line diagram; work with time and money; use geometric measurement to understand concepts of area and relate area to multiplication and to addition and recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</p> | <p>Solve Problems Involving Measurement</p> | |
| <p>Organize, represent, and interpret data: Ask and answer questions about the data points; use picture graphs and bar graphs to represent a data set with several categories; solve put-together, take-apart, and compare one- and two-step problems using information presented in a graph; classify objects and count the number of objects in each category; sort by category; generate measurement data in whole, half and quarter units and show the data by making a line plot.</p> | <p>Represent and Interpret Data</p> | |

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| Geometry | Geometry | Geometry |
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| <p>Reason with shapes and their attributes: Identify and describe shapes having specified attributes; analyze, compare, create, and compose shapes; understand that shapes in different categories may share attributes and that the shared attributes can define a larger category; compose two-dimensional or three-dimensional shapes to create a composite shape; partition shapes into two, three, or four equal shares using the words halves, thirds, half of, a third; partition a rectangle into rows and columns of same-size squares.</p> | <p>Reason with Shapes and Their Attributes</p> | |



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| Reading MPG Expanded Goal Structure | Reading MPG Goal Structure | Reading MPG Report Names |
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| Foundational Skills | Foundational Skills | Foundational Skills |
| <p>Know and apply grade-level phonics and word analysis skills in decoding words; use knowledge of all letter-sound correspondences, and syllabication patterns to read unfamiliar multisyllabic words in context and out of context; know final -e and common vowel team conventions for representing long vowel sounds; spelling-sound correspondences for additional common vowel teams; associate the long and short sounds with common spellings (graphemes) for the five major vowels; distinguish long and short vowels in regularly spelled one-syllable words; read common high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does); decode regularly spelled one and two syllable words, two-syllable words with long vowels, multisyllable words; use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word; identify words with inconsistent but common spelling-sound correspondences; recognize grade-appropriate irregularly spelled words; know the spelling-sound correspondences for common consonant digraphs; distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> | Phonics and Word Recognition | |
| <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes); recognize rhyming words; distinguish long from short vowel sounds in spoken single-syllable words; count, blend, syllables; blend onsets and rimes of single-</p> | Phonological Awareness | |

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| <p>syllable; isolate the initial, medial vowel, and final sounds in three-phoneme (consonant-vowel-consonant, or CVC) words (This does not include CVCs ending with //, /r/, or /x/), and in spoken single-syllable words; add or substitute individual sounds in simple, one-syllable words to make new words.</p> | | |
| <p>Understand the organization and basic features of print; follow words from left to right, top to bottom, and page by page; recognize features of a sentence (e.g., first word, capitalization, ending punctuation); recognize that spoken words are represented in written language by sequences of letters; understand that words are separated by spaces in print; recognize all upper- and lowercase letters of the alphabet.</p> | <p>Print Concepts</p> | |
| <p>Language and Writing</p> | <p>Language and Writing</p> | <p>Language and Writing</p> |
| <p>Demonstrate conventions of standard English capitalization, punctuation, and spelling; capitalize the first word in a sentence, the pronoun I, dates, names of people, holidays, and geographic names, and appropriate words in titles; recognize and name end punctuation; use end punctuation for sentences; use commas in dates, to separate single words in a series, in greetings, closings of letters, and addresses; use an apostrophe to form contractions and possessives; form and use possessives; use commas and quotation marks in dialogue; use conventional spelling for words with common spelling patterns, irregular words, high-frequency, adding suffixes to base words (e.g., sitting, smiled, cries, happiness); spell simple words phonetically; spell untaught words phonetically; generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil) and word families,</p> | <p>Capitalize, Spell, Punctuate</p> | |

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| <p>position-based spellings, syllable patterns, ending rules, meaningful word parts, consult reference materials, dictionaries, as needed to check and correct spellings.</p> | | |
| <p>Demonstrate conventions of standard English grammar and usage; explain the function of nouns, pronouns, verbs, adjectives, adverbs; use reflexive pronouns; form regular plural nouns; form and use irregular plural nouns, abstract nouns (e.g., childhood), singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop); use personal, possessive, and indefinite pronouns; form and use the past tense of irregular verbs; use verbs to convey a sense of past, present, and future; form and use the simple verb tenses; use adjectives and adverbs; form and use comparative and superlative adjectives and adverbs; use conjunctions, coordinating and subordinating conjunctions; use determiners (e.g., articles, demonstratives), use prepositions; ensure subject-verb and pronoun-antecedent agreement; produce and expand complete sentences simple, complex, compound declarative, interrogative, imperative, and exclamatory sentences; understand and use question words (interrogatives); expand and rearrange complete simple and compound sentences.</p> | <p>Language: Grammar, Usage</p> | |
| <p>Write arguments to support claims, introduce the topic, state an opinion, support a point of view with reasons, create an organizational structure that lists reasons, and provide some sense of closure, concluding statement or section; use linking words and phrases (e.g., and, also, because, therefore, since, for example) to connect opinion and reasons; write informative/explanatory convey ideas and information clearly;</p> | <p>Writing: Purposes: Plan, Develop, Edit</p> | |

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| <p>develop the topic with facts, definitions, and details, provide closure, concluding statement; use facts and definitions to develop points, group related information together; write narratives to develop real or imagined experiences or recount events, details, provide a reaction to what happened; use temporal words to signal event order; describe actions, thoughts, and feelings, develop real or imagined experiences or events, use effective technique; introduce a narrator and/or characters; and use dialogue; identify purpose and audience; develop writing by planning, revising, editing, rewriting, add details; with guidance and support recall information, gather information from provided print and digital sources to answer a question.</p> | | |
| <p>Literature and Informational Texts</p> | <p>Literature and Informational</p> | <p>Literature and Informational</p> |
| <p>Make inferences; cite textual evidence, support conclusions; answer questions about key details; determine central ideas, main topic, or themes; summarize the key supporting details and ideas; determine the main topic, retell; analyze how and why individuals, events, ideas develop and interact; describe the connection between two individuals, events, ideas, or pieces of information, a series of historical events, scientific ideas or concepts, steps in technical procedures; use language that pertains to time, sequence, and cause/effect; interpret words and phrases, including technical, connotative, figurative meanings, general academic and domain-specific; analyze how word choices shape meaning or tone; answer questions about unknown words to determine or clarify the meaning; analyze the structure of texts, including specific sentences,</p> | <p>Informational Text: Key Ideas, Details, Craft, Structure</p> | |

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| <p>paragraphs, and larger portions; identify the front cover, back cover, and title page of a book; know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information (e.g., captions, bold print, subheadings, glossaries, indexes); name the author and illustrator of a text and define the role of each; distinguish between information provided by pictures, illustrations and words; integrate and evaluate diverse media and formats; describe the relationship between illustrations and the text; use the illustrations and details to describe its key ideas; use information gained from illustrations to demonstrate understanding of the text; identify and describe the reasons an author gives to support points; describe the logical connection between sentences and paragraphs (e.g., comparison, cause/effect, first/second/third in a sequence); identify basic similarities and differences between two texts on the same topic.</p> | | |
| <p>Make and support inferences; draw conclusions; answer questions; retell, summarize, and analyze details, central ideas, message, lesson, and themes of texts, including text read aloud; analyze individuals, and events; identify characters, settings, major events and challenges; explain characters actions contribute to the sequence of events; identify, interpret, and analyze words, phrases, technical, connotative, and figurative meanings, word choices that shape meaning or tone and appeal to the senses and distinguish literal from nonliteral language; analyze the structure of texts, sentences, paragraphs, and larger portions (a section, chapter, scene, or stanza); recognize and analyze differences between texts (storybooks, poems) and how texts address similar</p> | <p>Literature: Key Ideas, Craft, Structure</p> | |



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| <p>themes or topics; identify point of view or purpose, identify author and illustrator and the role of each; identify who is telling the story; evaluate content presented in diverse media and formats including comparing and contrasting two or more version of the same story by different authors or different cultures or stories by the same author; identify how specific aspects of illustrations contribute to mood; use illustrations and details to describe characters, setting, or events; describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> | | |
| <p>Vocabulary Use and Functions</p> | <p>Vocabulary Use and Functions</p> | <p>Vocabulary and Functions</p> |
| <p>Determine the meaning of unknown, multiple-meaning words, and phrases by using context clues, analyzing meaningful word parts; identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck); use inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word; determine the meaning of the new word formed when a known prefix is added to a known word; determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, care/careless, heat/preheat); identify root words and their inflectional forms (e.g., looks, looked, looking); use a known root word as a clue to the meaning of an unknown word with the same root; use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly); use glossaries and beginning dictionaries, both print and digital.</p> | <p>Language: Context Clues and References</p> | |

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| <p>Understand figurative language, word relationships and nuances; sort common objects and words into categories (e.g., shapes, foods); distinguish the literal and nonliteral meanings of words and phrases (e.g., take steps); define words by category and by one or more key attributes (e.g., a duck is a bird that swims); identify real-life connections between words and their use (e.g., note places at school that are colorful); understands verbs and adjectives by relating them to their opposites (antonyms); distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance); adjectives differing in intensity (e.g., large, gigantic); understand closely related verbs (e.g., toss, throw, hurl), related adjectives (e.g., thin, slender) and words that describe states of mind or degrees of certainty (e.g., knew, believed); use words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term; include conjunctions to signal simple relationships; use adjectives and adverbs to describe; use words and phrases that signal spatial and temporal relationships.</p> | Vocabulary Acquisition and Use | |
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