Undivided

Unstoppable together

Core Content Connectors (CCCs) and Essential Understandings (EUs) for elementary: grades K–5

Common Core State Standards (CCSS) were adopted by a majority of states in 2010. They are designed by teachers, parents, and educational experts to ensure that students are prepared for college and employment. Each state's department of education is responsible for ensuring that schools and students achieve the academic standards; however, standards describe *what* to teach, not *how* to teach it.

Core Content Connectors (CCCs) provide the foundation for instruction based on Common Core State Standards, identifying the most important fundamental skills in Mathematics and English Language Arts and breaking them down into more teachable segments in an effort to provide a more digestible framework for reaching the state standards. As stated by the National Center and State Collaborative, which developed the CCCs, they "illustrate the necessary knowledge and skills in order to reach the learning targets within the CCSS; focus on the core content, knowledge, and skills needed at each grade to promote success at the next; and identify priorities in each content area to guide the instruction for students."

Essential Understandings (EUs), which begin in the third grade, are the skills deemed most vital in a discipline, representing the student's ability to synthesize their learning and understand concepts rather than simply perform a rote task. They are the fundamental goals of a particular series of lessons.

The following charts are reproduced from NCSC content developed as part of the National Center and State Collaborative under a grant from the US Department of Education.

Note: Standards with (CA) are applicable to California students only.

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Kindergarten

Math

Counting and Cardinality

Standards for Math	CCSS	CCCs
Know number names and the count sequence	1. Count to 100 by ones and by tens.	K.NO.1a1 - Rote count up to 10. K.NO.1a2 - Rote count up to 31. K.NO.1a3 - Rote count up to 100.
Know number names and the count sequence	2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	1.NO.1a7 - Count forward beginning from any given number below 10.

Know number names and the count sequence	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).	K.NO.1d1 - Identify numerals 1-10. K.NO.1d2 - Identify the numerals 1-10 when presented the name of the number. K.NO.1e1 - Write or select the numerals 1-10. 1.NO.1i1 - Recognize 0 as representing none or no objects.
Count to tell the number of objects	4. Understand the relationship between numbers and quantities; connect counting to cardinality. A. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. B. 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. C. Understand that each successive number name refers to a quantity that is one larger.	K.NO.1b2 - Identify the set that has more. 1.NO.1c1 - Use a number line to count up to 31 objects by matching one object per number. K.NO.1a4 - Count up to 10 objects in a line, rectangle, or array. K.NO.1b1 - Match the numeral to the number of objects in a set. 1.NO.1a8 - Count up to 31 objects in a line, rectangle, or array.
Count to tell the number of 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.	K.DPS.1a1 - Select a question that is answered by collected data. K.NO.1a4 - Count up to 10 objects in a line, rectangle, or array.

Compare numbers	6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to 10 objects.)	1.NO.1b3 - Compare two sets and identify the set that is either greater than or less than the other set. 1.NO.1f2 - Order up to three sets that have up to 10 objects in each set. 1.NO.1f3 - Order up to three sets with up to 20 objects in each set. 1.NO.1f4 - Order up to three numbers up to 31. 2.SE.1c1 - Compare sets and use appropriate symbols to label the first as =, <, or > the second set.
Compare numbers	7. Compare two numbers between 1 and 10 presented as written numerals.	K.NO.1f1 - Identify the smaller or larger number given two numbers between 0-10. 1.NO.1f5 - Identify the smaller or larger number given two numbers between 0-31.

Operations and Algebraic Thinking

Standards for Math	CCSS	CCCs
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.	K.PRF.1b1 - Use objects or pictures to respond appropriately to "add __" and "take away ___". K.PRF.1b2 - Communicate answers after adding or taking away.
Understand addition as putting together and adding to, and understand subtraction as	2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent	K.PRF.1c1 - Solve one-step addition and subtraction word problems, and add and subtract within 10 using objects, drawings, pictures. K.NO.2a1 - Count two sets to find sums up

taking apart and taking from	the problem.	to 10. K.NO.2a3 - Solve word problems within 10. 1.NO.2a5 - Count 2 sets to find sums up to 10.
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	K.NO.2a2 - Decompose a set of up to 10 objects into a group; count the quantity in each group.
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	1.NO.2a4 - For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record or select the answer.
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	5. Fluently add and subtract within 5.	1.NO.2a - Count two sets to find sums up to 10. 1.NO.2a7 - Decompose a set of up to 10 objects into a group; count the quantity in each group.

Number and Operations in Base Tens

Standards for Math	CCSS	CCCs
Work with numbers 11–19 to gain foundations for place value	1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or	1.NO.1h1 - Build representations of numbers up to 19 by creating a group of 10 and some ones (e.g., 13 = one 10 and three 1s).

	decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and another one to nine ones.	

Measurement and Data

Standards for Math	CCSS	CCCs
Describe and compare measurable attributes	1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	K.ME.1a1 - Describe objects in terms of measurable attributes (longer, shorter, heavier, lighter...).
Describe and compare measurable attributes	2. Directly compare two objects with a measurable attribute in common to see which object has more or less of the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller or shorter.	K.ME.1b2 - Compare two objects with a measurable attribute in common to see which object has more or less of the attribute (length, height, weight).
Classify objects and count the number of objects in each category.	3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	K.ME.1b1 - Sort objects by characteristics (e.g., size, colors, shapes, etc.).

Geometry

Standards for Math	CCSS	CCCs

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 *above, below, beside, in front of, behind*, and *next to*.	K.GM.1a3 - Use spatial language (e.g., *above, below,* etc.) to describe two-dimensional shapes.
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	2. Correctly name shapes regardless of their orientations or overall size.	K.GM.1a1 - Recognize two-dimensional shapes (e.g., circle, square, triangle, rectangle) regardless of orientation or size.
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	3. Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).	1.GM.1b1 - Identify shapes as two-dimensional (lying flat) or three-dimensional (solid).
Analyze, compare, create, and compose shapes	4. Analyze and compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices or "corners"), and other attributes (e.g., having sides of equal length).	K.GM.1a2 - Recognize two-dimensional shapes in an environment regardless of orientation or size. K.GM.1a3 - Use spatial language (e.g., *above, below,* etc.) to describe two-dimensional shapes. 1.GM.1b2 - Distinguish two-dimensional shapes based upon their defining attributes (i.e., size, corners, and points).
Analyze, compare, create, and compose shapes	5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	K.GM.1c1 - Compose a larger shape from smaller shapes.
Analyze, compare, create, and compose shapes	6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	K.GM.1c1 - Compose a larger shape from smaller shapes.

English Language Arts

Reading: Literature

Standards for English Language Arts	CCSS	CCCs
Reading Literature: Key Ideas & Details	1. With prompting and support, ask and answer questions about key details in a text.	K.RL.e2 - With prompting and support, answer questions about key details in a story.
Reading Literature: Key Ideas & Details	2. With prompting and support, retell familiar stories, including key details.	K.HD.d2 - With prompting and support, retell a favorite story, including key details. K.RL.c1 - With prompting and support, sequence a set of events in a familiar story. K.RL.c2 - With prompting and support, identify the beginning, middle, and ending of a familiar story. K.RL.e1 - Retell a familiar story (e.g., What was the story about?).
Reading Literature: Key Ideas & Details	3. With prompting and support, identify characters, settings, and major events in a story.	K.RL.d1 - With prompting and support, identify characters in a story. K.RL.d2 - With prompting and support, identify major events (e.g., problem or solution) in a story. K.RL.f1 - With prompting and support, show how characters interacted in a story. K.RL.f2 - With prompting and support, identify a setting in a story.
Reading Literature: Craft and Structure	4. Ask and answer questions about unknown words in a text. (CA)	K.RWL.a1 - Ask questions about unknown words in a text. K.RWL.a2 - Answer questions about

		unknown words in a text.
Reading Literature: Craft and Structure	5. Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text). (CA)	K.HD.a1 - Answer questions about reading, such as "Why do we read? What do we read?" K.RL.g1 - Recognize common types of text.
Reading Literature: Craft and Structure	6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	K.RL.c3 - With prompting and support, identify the author of a familiar story (e.g., “Show me the author; show me who wrote the book”). K.RL.c4 - With prompting and support, define the role of the author. K.RL.c5 - With prompting and support, identify the illustrator. K.RL.c6 - With prompting and support, define the role of the illustrator.
Reading Literature: Integration of Knowledge & Ideas	7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (#8 Not applicable to literature)	K.HD.e2 - With prompting and support, identify illustrations to aid comprehension. K.RL.c7 - With prompting and support, identify the relationship between an illustration and the story.
Reading Literature: Integration of Knowledge & Ideas	9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	K.RL.g2 - With prompting and support, compare and contrast (i.e., find something the same and something different) between familiar stories.
Reading Literature: Range of Reading & Level of Text Complexity	10. Actively engage in group reading activities with purpose and understanding. A. Activate prior knowledge related to the information and events in texts. (CA) B. Use illustrations and context to make predictions	K.HD.a1 - Answer questions about reading, such as "Why do we read? What do we read?" K.HD.b1 - Choose narrative or informational text to read and reread, listen to, or view for leisure purposes. K.HD.c2 - Engage in group

	about text. (CA)	reading of stories or poems by sharing something learned or something enjoyed. 1.HD.c1 - Engage in group reading of stories or poems by sharing something learned or something enjoyed.

Reading: Informational Text

Standards for English Language Arts	CCSS	CCCs
Reading Informational Text: Key Ideas & Details	1. With prompting and support, ask and answer questions about key details in a text.	K.RI.d1 - With prompting and support, answer questions about key details in a text.
Reading Informational Text: Key Ideas & Details	2. With prompting and support, identify the main topic and retell key details of a text.	K.HD.d3 - Discuss key details and main topic of a preferred text. K.RI.d2 - With prompting and support, identify the main topic. K.RI.d3 - With prompting and support, retell or identify key details in a text.
Reading Informational Text: Key Ideas & Details	3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	K.RI.f1 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information.
Reading Informational Text: Craft and Structure	4. With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4–6 for additional expectations.) (CA)	K.RWL.a1 - Ask questions about unknown words in a text. K.RWL.a2 - Answer questions about unknown words in a text.
Reading Informational Text: Craft and Structure	5. Identify the front cover, back cover, and title page of a book.	K.RI.b2 - Distinguish front of book from back of book. K.RI.b3 - Identify the title of an informational text or the title page.

		K.RL.b2 - Distinguish front of book from back of book. K.RL.b3 - Identify the title of a story or poem or the title page.
Reading Informational Text: Craft and Structure	6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	K.RI.g1 - Identify the author's purpose in an informational text.
Reading Informational Text: Integration of Knowledge and Complexity	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).	K.RI.c1 - Identify a labeled photo or diagram or graphic from within an informational text. K.RI.f2 - With prompting and support, interpret the information provided in photos, diagrams, or graphics and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
Reading Informational Text: Integration of Knowledge and Complexity	8. With prompting and support, identify the reasons an author gives to support points in a text.	K.RI.g2 - With prompting and support, identify the facts an author gives to support points in a text.
Reading Informational Text: Integration of Knowledge and Complexity	9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	K.RI.g3 - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., imaginary or real bear; photo versus illustration of something not real).
Reading Informational Text: Range of Reading & Level of Text Complexity	10. Actively engage in group reading activities with purpose and understanding. A. Activate prior knowledge related to the information and events in texts. (CA) B. Use illustrations and context to make predictions about text. (CA)	K.HD.b1 - Choose narrative or informational text to read and reread, listen to, or view for leisure purposes. K.HD.b2 - Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions or understand the world around them). K.HD.c3 - Engage in group reading of informational text by sharing something learned or something enjoyed.

		1.HD.c2 - Engage in group reading of informational text by sharing something learned or something enjoyed.

Reading: Foundational Skills

Standards for English Language Arts	CCSS	CCCs
Reading Foundational Skills: Print Concepts	1. Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print. D. Recognize and name all uppercase and lowercase letters of the alphabet.	K.RI.b6 - During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to written word in an informational text K.RL.b5 - During shared reading activities, indicate need to turn the page for continued reading of a story or text. K.RI.b8 - Distinguish individual letters from words, distinguish letters from punctuation marks, and distinguish words from sentences. K.RL.b7 - Identify familiar written words when spoken (e.g., “Show me the word ‘Tony’”). K.RI.b9 - Recognize that words are separated by spaces in print. K.RWL.b1 - Identify or name uppercase letters of the alphabet. K.RWL.b2 - Identify or name lowercase letters of the alphabet.
Reading Foundational Skills: Phonological Awareness	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Recognize and produce rhyming words. B. Count, pronounce, blend,	K.RI.b7 - Identify familiar written words when spoken. K.RWL.b5 - Recognize rhyming words. K.RWL.b6 - Produce rhyming words. K.RWL.b7 - Count syllables in spoken words.

	and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words. D. 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 /l/, /r/, or /x/. Words, syllables, or phonemes written in /slashes/ refer to their pronunciations or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word. E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. F. Blend two to three phonemes into recognizable words. (CA)	K.RWL.b9 - Blend and segment onsets and rimes of single-syllable spoken words. K.RWL.b8 - Blend and segment syllables in spoken words. K.RWL.b10 - Isolate initial sounds in consonant-vowel-consonant (CVC) words (not including blends). K.RWL.b11 - Isolate final sounds in consonant-vowel-consonant (CVC) words (not including blends). K.RWL.b12 - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Reading Foundational Skills: Phonics and Word Recognition	3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. (CA) A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant. B. Associate the long and short sounds with common	K.RWL.b3 - Recognize the sound(s) for each letter. K.RWL.b4 - Produce the sound(s) for each letter. K.RWL.c1 - Identify words with long and short vowel sounds for the five

	spellings (graphemes) for the five major vowels. Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, and Uu) and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in grade 1 phonics standards. (CA) C. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	major vowel sounds K.RWL.d1 - Read common Kindergarten high-frequency words by sight. K.RWL.c2 - Identify the sound that differs between two similarly spelled words.
Reading Foundational Skills: Fluency	4. Read emergent-reader texts with purpose and understanding.	K.RWL.d2 - Participate in reading emergent-reader texts.

Writing

Standards for English Language Arts	CCSS	CCCs
Writing: Texts Types & Purposes	1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).	K.WP.a2 - Draw, dictate, or write an idea about a topic. K.WP.b1 - State an opinion or preference about the topic. K.WP.f1 - Write, draw, or dictate an opinion statement about a topic or book of interest.
Writing: Texts Types & Purposes	2. Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing	K.WI.b2 - With prompting and support, create a permanent product (e.g., select or generate responses to form a paragraph or essay) that contains a main topic and details

	about and supply some information about the topic.	about an informational topic. K.WI.c1 - Use a combination of drawing, dictating, and writing in response to a topic, text, or stimulus (e.g., event, photo, etc.). K.WI.h1 - Organize information on a topic that includes two pieces of relevant content.
Writing: Texts Types & Purposes	3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	K.WL.a1 - Use a combination of drawing, dictating, and writing when generating story ideas in response to a topic, text, or stimulus (e.g., event, photo, text, daily writing log). K.WL.d1 - Write, dictate, or draw about an event. K.WL.c1 - Describe a single event or a series of events using drawings or simple sentences. 1.HD.c3 - Draw, dictate, and/or write about an event or linked events.
Writing: Production & Distribution of Writing	4. (Begins in grade 2) (CA) 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	K.WI.i1 - With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing. K.WL.g1 - With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing. K.WP.h1 - With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.
Writing: Production & Distribution of Writing	6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	K.WA.1 - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaborating with peers.
Writing: Research to Build & Present Knowledge	7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and	K.WI.d4 - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions

	express opinions about them).	about them).
Writing: Research to Build & Present Knowledge	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)	K.WI.a2 - With guidance and support from adults, recall information from experiences to answer a question. K.WI.d1 - Identify various sources that can be used to gather information (e.g., highlight, quote, or paraphrase from source) or to answer questions (e.g., "How do we find out?"). K.WI.d2 - Use provided illustrations or visual displays to gain information on a topic. K.WI.d3 - With guidance and support from adults, gather information from provided sources (e.g., highlight, quote, or paraphrase from source) to answer a question. K.WL.a2 - With guidance and support from adults, recall information from experiences to answer a question. (K.WP.a1) K.WP.e1 - With guidance and support from adults, gather information from provided sources to answer a question.
Writing: Range of Writing	10. (Begins in grade 2) (CA)	

Speaking & Listening

Standards for English Language Arts	CCSS	CCCs
Speaking & Listening: Comprehension & Collaboration	1. Participate in collaborative conversations about kindergarten topics and texts with diverse partners (peers and adults) in small and larger groups. A. Follow agreed-upon rules for discussions (e.g., listening	K.HD.c1 - Follow agreed-upon rules for discussions (e.g., listening to others

	to others and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges.	and taking turns speaking about the topics and texts under discussion).
Speaking & Listening: Comprehension & 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. A. Understand and follow one- and two-step oral directions. (CA)	K.HD.a2 - With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by requesting clarification if something is not understood. K.HD.a3 - Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details.
Speaking & Listening: Comprehension & Collaboration	3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	K.HD.e1 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Speaking & Listening: Presentation of Knowledge & Ideas	4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	K.WI.a1 - Describe familiar people, places, things, and events orally or in writing. K.WI.b1 - With prompting and support, provide additional details to the description or drawings of familiar people, places, things, and events. K.WI.g1 - Present, orally or in writing, factual information of familiar people, places, things, and events. K.WL.a3 - Describe familiar people, places, things, and events orally or in writing. K.WL.b1 - With prompting and support, provide additional details to the description or drawings of familiar people, places, things, and events. K.WL.c1 - Describe a single event or a series of events using drawings or simple sentences. K.WP.a3 - Describe familiar people,

		places, things, and events orally or in writing.
Speaking & Listening: Presentation of Knowledge & Ideas	5. Add drawings or other visual displays to descriptions to provide additional detail.	K.WA.2 - Use drawings or visual displays to add detail to written products or oral discussions.
Speaking & Listening: Presentation of Knowledge & Ideas	6. Speak audibly and express thoughts, feelings, and ideas clearly.	K.HD.d4 - Share information from a selected permanent product or a favorite text. 1.HD.d1 - Engage in small or large group discussions by sharing one's own writing.

Language

Standards for English Language Arts	CCSS	CCCs
Language: Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print many uppercase and lowercase letters. B. Use frequently occurring nouns and verbs. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). F. Produce and expand complete sentences in shared language activities.	K.WA.3 - Print many uppercase and lowercase letters. K.WA.4 - Use high-frequency nouns in dictating or writing. K.WA.5 - Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). K.WA.6 - Complete sentences in a shared language activity.

Language: Conventions of Standard English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize the first word in a sentence and the pronoun *I*. B. Recognize and name end punctuation. C. Write a letter or letters for most consonant and short-vowel sounds (phonemes). D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 3. (Begins in grade 2)	K.WA.7 - Capitalize the first word in a sentence and the pronoun *I*. K.WA.8 - Write a letter or letters for consonant and short-vowel sounds (phonemes).
Language: Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). B. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.	K.RWL.e1 - Identify new meanings for familiar words. K.RWL.c3 - Identify an affix or inflectional ending for a frequently occurring word. K.RWL.c4 - Identify the meaning of common inflections and affixes. K.RWL.c5 - Use meanings of common inflections and affixes as a clue to the meaning of an unknown word.
Language: Vocabulary Acquisition and Use	5. With guidance and support from adults, explore word relationships and nuances in word meanings. A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts that the categories represent. B. Demonstrate understanding	K.RWL.e2 - With guidance and support, sort objects into categories (e.g., shapes, foods) to gain a sense of the concepts that the categories represent. K.RWL.e3 - With guidance and support, match the opposites for frequently used verbs and adjectives. K.RWL.f - With guidance and support,

	of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). C. Identify real-life connections between words and their use (e.g., note places at school that are colorful). D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.	use newly acquired words in real-life context.
Language: Vocabulary Acquisition and Use	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	K.WA.9 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts. K.RWL.f - With guidance and support, use newly acquired words in real-life context.

1st Grade

Math

Operations and Algebraic Thinking

Standards for Math	CCSS	CCCs
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	1.NO.2a9 - Use manipulatives or representations to write simple addition or subtraction equations within 20 based upon a word problem. 1.NO.2a10 - Use data presented in graphs (i.e., pictorial, object) to

	symbol for the unknown number to represent the problem.	solve one step “how many more” or “how many less” word problems. 1.NO.2a11 - Solve word problems within 20. 1. PRF.1b3 - Using objects or pictures respond appropriately to “add ” and “take away ”. 1.PRF.1c2 - Solve one-step addition and subtraction word problems where the change or result is unknown (4 + _ = 7) or (4 + 3 = _), within 20 using objects, drawings, and pictures.
Represent and solve problems involving addition and subtraction.	2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1.NO.2a11 - Solve word problems within 20.
Understand and apply properties of operations and the relationship between addition and subtraction.	3. Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.)* *To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*	1.NO.1i2 - Recognize zero as an additive identity. 2.NO.2b1 - Use commutative properties to solve addition problems with sums up to 20 (e.g., 3 + 8 = 11 therefore 8 + 3 = _). 2.NO.2b2 - Use associative property to solve addition problems with sums up to 20.
Understand and apply properties of operations and the relationship between addition and subtraction.	4. Understand subtraction as an unknown-addend problem. *For example, solve 10 – 8 by finding the number that makes 10 when added to 8.*	2.NO.2a15 - Remove objects from a set in a subtraction situation to find the amount remaining.

Add and subtract within 20.	5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	1.NO.2a8 - Decompose a set of up to 20 objects into a group; count the quantity in each group. 1.NO.2a6 - Count 2 sets to find sums up to 20.
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 10 *(e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14)*; decomposing a number leading to a 10 *(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)*.	.NO.2a6 - Count 2 sets to find sums up to 20. 1.NO.2a8 - Decompose a set of up to 20 objects into a group; count the quantity in each group.
Work with addition and subtraction equations.	7. Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false?* *6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*	1.NO.2c1 - Identify and apply addition and equal signs. 2.SE.1c2 - Label simple equations as = or with the phrase not equal. 2.NO.2c2 - Identify and apply addition, subtraction, and equal signs.
Work with addition and subtraction equations.	8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = _ – 3, 6 + 6 = _*	2.SE.1d2 - Represent a "taking away" situation with the – symbol.

Number and Operations in Base Ten

Standards for Math	CCSS	CCCs
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.	1.NO.1a6 - Rote count up to 100.
Understand place value.	2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: A. 10 can be thought of as a bundle of ten ones. B. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. C. The numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and zero ones).	1.NO.1h1 - Build representations of numbers up to 19 by creating a group of 10 and some 1s (e.g., 13 = one 10 and three 1s). 1.NO.1h2 - Identify the value of the numbers in the tens and ones places within a given number up to 31. 2.NO.1h4 - Build representations of three-digit numbers using tens and ones.
Understand place value.	3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	1.NO.1h3 - Compare two-digit numbers up to 31 using representations and numbers (e.g., identify more tens, fewer tens, more ones, fewer ones, larger number, smaller number). 2.NO.1h6 - Compare two-digit numbers using representations and numbers (e.g., identify more tens, fewer tens, more ones, fewer ones, larger number, smaller number).
Use place value understanding and properties of operations to add and subtract.	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,	2.NO.2c3 - Compose ones into tens and/or tens into hundreds in an addition situation.

	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; sometimes, it is necessary to compose a ten.	
Use place value understanding and properties of operations to add and subtract.	5. Given a two-digit number, mentally find 10 more or 10 less than the number without having to count; explain the reasoning used.	2.NO.1e8 - Mentally add or subtract 10 from a given set from the 10s family (e.g., what is 10 more than 50? What is 10 less than 70?).
Use place value understanding and properties of operations to add and subtract.	6. Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), 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.	2.NO.2c4 - Decompose tens into ones and/or hundreds into tens in subtraction situations.

Measurement and Data

Standards for Math	CCSS	CCCs
Measure lengths indirectly and by iterating length units.	1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	1.ME.1b3 - Order up to three objects based on a measurable attribute (height, weight, and length). 1.ME.1b4 - Order three objects by length; compare the lengths of two objects indirectly by using a third object.

Measure lengths indirectly and by iterating length units.	2. Express the length of an object as a whole number of length units by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.)	1.ME.2a.1 - Measure using copies of one object to measure another. 1.ME.2b.1 - Express length of an object as a whole number of length units by laying multiple copies of a shorter object end to end. 1.ME.1c1 - Compare two units of measurement and identify which unit would require more or less when measuring a selected object *(e.g., To measure with paper clips or markers, which unit will require more to measure the table?)*.
Tell and write time.	3. Tell and write time in hours and half-hours using analog and digital clocks.	1.ME.2a2 - Use time to sequence up to three events, using a digital or analog clock. 2.ME.1a5 - Tell time to the nearest half hour using a digital clock.
Represent and interpret data.	4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	1.DPS.1a2 - Select questions that ask about "How many" and represent up to three categories that can be concretely represented. 1DPS.1a3 - Identify two categories resulting from a selected question. 1.DPS.1a4 - Analyze data by sorting into two categories; answer questions about the total number of data points and how many in each category. 1.DPS. 1c1 - Using a picture graph, represent each object/person counted on the graph (1:1 correspondence) for two or more categories. 1.DPS.1d1 - Interpret a picture graph to answer questions about how many in each category. 1.DPS.1e1 - Compare the values of the two categories of data in terms of more or less.

		2.DPS.1a5 - Select a question about three attributes that can be concretely represented. 2.DPS.1a6 - Identify up to three categories resulting from a selected question.

Geometry

Standards for Math	CCSS	CCCs
Reason with shapes and their attributes.	1. Distinguish between defining attributes *(e.g., triangles are closed and three-sided)* versus non-defining attributes *(e.g., color, orientation, overall size)*; build and draw shapes to possess defining attributes.	1.GM.1b2 - Distinguish two-dimensional shapes based upon their defining attributes *(i.e., size, corners, and points)*.
Reason with shapes and their attributes.	2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.)	1.GM.1c2 - Compose two- and three-dimensional shapes.
Reason with shapes and their attributes.	3. Partition circles and rectangles into two and four equal shares; describe the shares using the words halves, fourths, and quarters; and use the phrases half of, fourth of, and quarter of. Describe the whole as two of or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	1.GM.1f1 - Partition circles and rectangles into two and four equal parts.

English Language Arts

Reading: Literature

Standards for English Language Arts	CCSS	CCCs
Reading Literature: Key Ideas & Details	1. Ask and answer questions about key details in a text.	1.RL.d1 - Answer questions about key details in a story (e.g., *who, what, when, where, why*). 1.RL.d2 - Ask questions about key details in a familiar story.
Reading Literature: Key Ideas & Details	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	1.RL.d2 - Ask questions about key details in a familiar story. 2.HD.d1 - Retell a favorite text, including key details. 1.RL.e2 - Use details to tell what happened in a story. 1.RL.e3 - Retell the sequence of events in a story.
Reading Literature: Key Ideas & Details	3. Describe characters, settings, and major events in a story using key details.	1.RL.c3 - Answer questions about the beginning, middle, and end of a story. 1.RL.c4 - Use signal words (e.g., first, next, after, before) and text details to describe events of a story. 1.RL.d3 - Identify and/or describe the characters from a story. 1.RL.d4 - Identify and/or describe a major event (e.g., problem or solution) from a story. 1.RL.e1 - Answer questions regarding key events of stories. 1.RL.f2 - Identify and/or describe a

		setting in a story. 1.RL.f3 - Describe feelings of characters.
Reading Literature: Craft and Structure	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade one Language standards 4–6 for additional expectations.) (CA)	1.RWL.a1 - Ask questions to help determine or clarify the meaning of words in a text. 1.RWL.a2 - Answer questions to help determine or clarify the meaning of words in a text. 1.RWL.a3 - Ask questions to help determine or clarify the meaning of phrases in a text. 1.RWL.a4 - Answer questions to help determine or clarify the meaning of phrases in a text.
Reading Literature: Craft and Structure	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	1.HD.g1 - Read books to examine how certain genres are written. 2.HD.g1 - Read books to examine how to write certain genres. 1.RL.g1 - Identify the purpose of storybooks and informational text.
Reading Literature: Craft and Structure	6. Identify who is telling the story at various points in a text.	1.RL.f1 - Identify who is telling the story in a text.
Reading Literature: Integration of Knowledge & Ideas	7. Use illustrations and details in a story to describe its characters, setting, or events. 8. (Not applicable to literature)	1.HD.e3 - Use text features to aid comprehension. 1.RL.c1 - Explain a key illustration in the story. 1.RL.c2 - Use illustrations and details in a story to describe its characters, setting, or events.
Reading Literature: Integration of Knowledge & Ideas	9. Compare and contrast the adventures and experiences of characters in stories.	1.RL.g2 Compare and contrast *(what is the same and what is different?)* the experiences of characters in stories.
Reading Literature: Range of Reading & Level of Text Complexity	10. With prompting and support, read prose and poetry of appropriate complexity for grade.	1.HD.b1 - Choose informational and narrative text or adapted text to read and reread, listen to, or view for leisure purposes.

	A. Activate prior knowledge related to the information and events in a text. (CA) B. Confirm predictions about what will happen next in a text. (CA)	

Reading: Informational Text

Standards for English Language Arts	CCSS	CCCs
Reading Informational Text: Key Ideas & Details	1. Ask and answer questions about key details in a text.	1.RI.d1 - Answer questions about key details in a text read, read aloud, or viewed.
Reading Informational Text: Key Ideas & Details	2. Identify the main topic and retell key details of a text.	1.HD.d5 - Discuss key details and main topic of a preferred text. 1.RI.d2 - Identify the main topic of an informational text. 1.RI.d3 - Retell/identify key details in an informational text.
Reading Informational Text: Key Ideas & Details	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	1.RI.f1 - Describe the connection between two individuals, events, or pieces of information in a text.
Reading Informational Text: Craft and Structure	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade one Language standards 4–6 for additional expectations.) (CA)	1.RWL.a1 - Ask questions to help determine or clarify the meaning of words in a text. 1.RWL.a2 - Answer questions to help determine or clarify the meaning of words in a text. 1.RWL.a3 - Ask questions to help determine or clarify the meaning of phrases in a text. 1.RWL.a4 -Answer questions to help

		determine or clarify the meaning of phrases in a text.
Reading Informational Text: Craft and Structure	5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (CA)	1.HD.e2 - Identify text features to aid comprehension. 1.HD.e3 - Use text features to aid comprehension. 2.HD.e1 - Identify text features to aid comprehension. 2.HD.e2 - Use text features to aid comprehension. 1.RI.e2 - Identify and use various text features (e.g., bold text, titles) to locate key facts or information in a text.
Reading Informational Text: Craft and Structure	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	1.RI.f3 - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Reading Informational Text: Integration of Knowledge and Ideas	7. Use the illustrations and details in a text to describe its key ideas.	1.RI.c1 - Use the photos, diagrams, or graphics and details in a text to describe or identify its key ideas.
Reading Informational Text: Integration of Knowledge and Ideas	8. Identify the reasons an author gives to support points in a text.	1. RI.g1 - Identify the facts and details an author gives to support points in a text.
Reading Informational Text: Integration of Knowledge and Ideas	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	1.RI.g2 - Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Reading Informational Text: Range of Reading & Level of Text Complexity	10. With prompting and support, read informational texts appropriately complex for grade one. A. Activate prior knowledge	1.HD.b2 - Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions and understand the world around them).

	related to the information and events in a text. (CA) B. Confirm predictions about what will happen next in a text. (CA)	

Reading: Foundational Skills

Standards for English Language Arts	CCSS	CCCs
Print Concepts	1. Demonstrate understanding of the organization and basic features of print. A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	1.RI.b5 - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) in informational texts 1.RL.b5 - Recognize the distinguishing features of a sentence (e.g., first word, capitalization).
Phonological Awareness	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Distinguish long from short vowel sounds in spoken single-syllable words. B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	1.RWL.c6 - Identify long or short vowel sounds in spoken single-syllable words. 1.RWL.b7 - Produce single-syllable words by blending sounds (phonemes), including consonant blends. 1.RWL.b8 - Isolate and/or produce initial in consonant-vowel-consonant (CVC) words. 1.RWL.b9 - Isolate and/or produce medial vowel sound in consonant-vowel-consonant (CVC) words. 1.RWL.b10 - Isolate and/or produce final sounds in consonant-vowel-consonant (CVC) words. 2.RWL.b2 - Isolate and/or produce

		initial, medial vowel, and/or final sounds in consonant-vowel-consonant (CVC) words. 1.RWL.b11 - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Phonics and Word Recognition	3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. (CA) A. Know the spelling-sound correspondences for common consonant digraphs. B. Decode regularly spelled one-syllable words. C. Know final “e” and common vowel team conventions for representing long vowel sounds. D. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. E. Decode two-syllable words following basic patterns by breaking the words into syllables. F. Read words with inflectional endings. G. Recognize and read grade-appropriate irregularly spelled words.	1.RWL.c3 - Identify common consonant digraphs using their sound correspondence (e.g., write, state, or select "ch" when sounded out). 1.RWL.c4 - Decode regularly spelled CVC words. 1.RWL.c5 - Recognize “silent e” as the reason the vowel sound is a long vowel sound in a word. 1.RWL.c7 - Read or identify frequently occurring words with inflectional endings. 2.RWL.c1 - Read or identify frequently occurring root words with and without inflectional endings. 1.RWL.d1 - Recognize grade-appropriate irregularly spelled words.
Fluency	4. Read with sufficient accuracy and fluency to support comprehension. A. Read on-level text with purpose and understanding. B. Read on-level text orally with accuracy, appropriate rate,	1.RWL.d3 - Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings. 1.RWL.d2 - Identify grade-level words with accuracy and appropriate rate on successive attempts.

	and expression on successive readings. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	1.HD.e1 - Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions)

Writing

Standards for English Language Arts	CCSS	CCCs
Writing: Texts Types & Purposes	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1.WP.b1 - Use descriptions and details of familiar people, places, things, and events to support an opinion. 1.WP.f1 - Write, draw, or dictate an opinion statement using accurate information as reasoning about a topic or book of interest. 1.WP.g1 - Organize an opinion piece starting with a topical or opinion statement followed by reasons. 1.WP.g2 - Write an opinion piece that includes a sense of closure.
Writing: Texts Types & Purposes	2. Write informative or explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	1.WI.b1 - Write a simple statement that names a topic and supplies some facts about the topic. 1.WI.c1 - When writing information or explanatory texts, represent facts and descriptions through the use of illustrations and captions. 1.WI.h1 - Provide a concluding statement or section to a permanent product.
Writing: Texts Types & Purposes	3. Write narratives in which they recount two or more appropriately sequenced events, include some details	1.WL.f1 - Provide a title for writing that tells the central idea or focus. 1.WL.c1 - Describe orally or in writing

	regarding what happened, use temporal words to signal event order, and provide some sense of closure. 4. (Begins in grade two) (CA)	a single event or a series of events that includes details about what happened. 1.WL.d1 - When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next). 1.WL.d2 - Write a narrative that includes a sense of closure.
Writing: Production & Distribution of Writing	5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	1.WI.i1 - With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing. 1.WL.g1 - With guidance and support, use feedback (e.g., "elaborate on story elements") to strengthen narrative writing. 1.WP.h1 - With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.
Writing: Production & Distribution of Writing	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	1.WA.1 - With guidance and support from adults, use a variety of digital tools (e.g., word processing, internet) to produce and publish writing, including collaborating with peers.
Writing: Research to Build & Present Knowledge	7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	1.WI.d4 - Participate in shared research and writing projects (e.g., drawings, visual displays, labels). 1.WL.a1 - Generate ideas and/or opinions when participating in shared writing projects.
Writing: Research to Build & Present Knowledge	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1.WI.a2 - With guidance and support from adults, recall information from experiences (e.g., quote or paraphrase from source) to answer a question. 1.WI.d1 - Identify various sources (e.g., word wall, book talks, visuals/images) that can be used to gather information or to answer a

		question. 1.WI.d2 - Use illustrations and details in a text to obtain facts and compose information on a topic. 1.WI.d3 - With guidance and support from adults, gather information from provided sources (e.g., highlight) to answer a question. 1.WL.a2 - With guidance and support, recall information from experiences to answer a question. 1.WP.a2 - With guidance and support from adults, recall information from experiences to answer a question. 1.WP.e1 - With guidance and support from adults, gather information from provided sources (e.g., highlight in text, quote or paraphrase from text or discussion) to answer a question.
Writing: Research to Build & Present Knowledge	9. (Begins in grade four)	
Writing: Range of Writing	10. (Begins in grade two) (CA)	

Speaking & Listening

Standards for English Language Arts	CCSS	CCCs
Speaking & Listening: Comprehension & Collaboration	1. Participate in collaborative conversations with diverse partners about first-grade topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one	1.HD.c4 - Follow agreed-upon rules for discussions (e.g., listening to others with care and speaking one at a time about the topics and texts under discussion). 1.HD.c5 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

	at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.	1.HD.a2 - Ask questions to clear up any confusion about the topics or texts under discussion.
Speaking & Listening: Comprehension & Collaboration	2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. A. Give, restate, and follow simple two-step directions. (CA)	1.HD.d3 - Engage in small or large group discussion of favorite texts or topics presented orally or through other media. 1.RL.d1 - Answer questions about key details in a story (e.g., *who, what, when, where, why*). 1.RL.d2 - Ask questions about key details in a familiar story.
Speaking & Listening: Comprehension & Collaboration	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	1.HD.a1 - Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.
Speaking & Listening: Presentation of Knowledge & Ideas	4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. A. Memorize and recite poems, rhymes, and songs with expression. (CA)	1.HD.d4 - Retell a favorite text, including key details. 1.WI.a1 - Describe factual information about familiar people, places, things, and events with relevant details orally or in writing. 1.WI.g1 - Present, orally or in writing, factual information of familiar people, places, things, and events describing subtopics of larger topics. 1.WL.a3 - Describe ideas about familiar people, places, things, and events with details orally or in writing. 1.WL.b1. - Describe people, places, things, and events with relevant details.

		1.WL.c1 - Describe a single event or a series of events that includes details about what happened orally or in writing. 1.WP.a3 - Describe familiar people, places, things, and events with details orally or in writing. 2.WI.a1 - Describe factual information about familiar people, places, things, and events with details orally or in writing. 2.WP.a2 - Describe familiar people, places, things, and events with details orally or in writing.
Speaking & Listening: Presentation of Knowledge & Ideas	5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	1.WA.2 - Use drawings or visual displays to add detail to written products or oral discussions.
Speaking & Listening: Presentation of Knowledge & Ideas	6. Produce complete sentences when appropriate to task and situation. (See grade one Language standards 1 and 3 for specific expectations.)	1.HD.d1 - Engage in small or large group discussions by sharing one's own writing. 1.WA.3 - Produce (through dictation, writing, word array, or picture) complete sentences when appropriate to task and situation.

Language

Standards for English Language Arts	CCSS	CCCs
Language: Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print all uppercase and lowercase letters. B. Use common, proper, and possessive nouns.	1.WA.4 - Print uppercase and lowercase letters.

	C. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop)*. D. Use personal (subject, object), possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*). E. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*). F. Use frequently occurring adjectives. G. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). H. Use determiners (e.g., articles, demonstratives). I. Use frequently occurring prepositions (e.g., *during, beyond, toward*). J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	1.WA.8 - Use singular and plural nouns with matching verbs in basic sentences. 1.WA.5 - Use frequently occurring nouns in dictating or writing. 1.WA.6 - Use personal, possessive, and indefinite pronouns (e.g*., I, me, my; they, them, their; anyone, everything*) in writing. 1.WA.9 - Use verbs to convey a sense of past present or future in writing. 1.WA.7 - Use frequently occurring adjectives in dictating or writing. 1.WA.11 - Use frequently occurring conjunctions (e.g., *and, but, or, so, because*) in writing. 1.WA.10 - Use frequently occurring prepositions (e.g., *on, in*) in dictating or writing. 1.WA.12 - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
Language: Conventions of Standard English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize dates and names of people. B. Use end punctuation for sentences. C. Use commas in dates and to separate single words in a	1.WA.14 - Use capitalization of first word in sentence, pronoun "I", dates, and names of people. 1.WA.15 - Use end punctuation for sentences. 1.WA.16 - Use conventional spelling for words with common spelling

	series. D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	patterns. 2.WA.12 - Use end punctuation for sentences. 2.WA.13 - Use conventional spelling for words with common spelling patterns. 2.WA.1 - Use end punctuation for sentences.
Language: Knowledge of Language	3. (Begins in grade two)	
Language: Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade one reading and content, choosing flexibly from an array of strategies. A. Use sentence-level context as a clue to the meaning of a word or phrase. B. Use frequently occurring affixes as a clue to the meaning of a word. C. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).	1.RWL.e4 - Use context within a sentence as a clue to the meaning of a word or phrase. 1.RWL.c8 - Use frequently occurring affixes as a clue to the meaning of the word. 2.RWL.c1 - Read or identify frequently occurring root words with and without inflectional endings.
Language: Vocabulary Acquisition and Use	5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large	1.RWL.e1 - With guidance and support, identify the category for a given word (e.g., a duck is a bird). 1.RWL.e2 - With guidance and support, sort labeled objects into categories (e.g., shapes or food) to gain a sense of the concepts that the categories represent. 1.RWL.e3 - With guidance and support from adults, sort words or picture cards with words into categories (e.g., shapes or food) to gain a sense of the concepts that

	cat with stripes). C. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). D. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.	the categories represent. 1.RWL.f1 - With guidance and support, use newly acquired words in real-life context. 2.RWL.e1 - With guidance and support from adults, distinguish shades of meaning among verbs differing in manner or adjectives differing intensity by defining them or acting out their meaning.
Language: Vocabulary Acquisition and Use	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	1.WA.17 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, or when adding captions or simple sentences to illustrations or drawings, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). 1.RWL.f1 - With guidance and support, use newly acquired words in real-life context. 1.RWL.f2 - Use frequently occurring conjunctions to signal simple relationships.

2nd Grade

Math

Operations and Algebraic Thinking

Standards for Math	CCSS	CCCs
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.	2.SE.1d1 - Represent addition of two sets when shown the + symbol. 2.NO.2a.16 - Solve word problems within 20. 2.NO.2a17 - Solve word problems within 100. 2.PRF.1c3 - Solve one- or two-step addition and subtraction problems, and add and subtract within 100, using objects, drawings, and pictures. 2.PRF.1c4 - Use pictures, drawings, or objects to represent the steps of a problem. 2.SE.1d1 - Represent addition of two sets when shown the + symbol.
Add and subtract within 20.	2. Fluently add and subtract within 20 using mental strategies. By the end of grade two, know from memory all sums of two one-digit numbers.	(None)
Work with equal groups of objects to gain foundations for multiplication.	3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by twos; write an equation to express an even number as a sum of two equal addends.	2.NO.1e7 - Identify numbers as odd or even.
Work with equal groups of objects to gain foundations for multiplication.	4. Use addition to find the total number of objects arranged in rectangular arrays with up to five rows and up to five columns; write an equation to express the total as a sum of equal	3.NO.2d1 - Find the total number of objects when given the number of identical groups and the number of objects in each group, neither number larger than 5. 3.NO.2d2 - Find the total number

	addends.	inside an array with neither number in the columns or rows larger than 5.

Number and Operations in Base Ten

Standards for Math	CCSS	CCCs
Understand place value.	1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: A. 100 can be thought of as a bundle of 10 tens called a hundred. B. The numbers 100, 200, 300, 400, 500, 600, 700, 800, and 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	2.NO.1h4 - Build representations of two-digit numbers using tens and ones. 2.NO.1h5 - Build representations of three-digit numbers using hundreds, tens and ones.
Understand place value.	2. Count within 1,000; skip-count by twos, fives, tens, and hundreds. (CA)	2.NO.1e4 - Skip-count by fives. 2.NO.1e5 - Skip-count by tens. 2.NO.1e6 - Skip-count by hundreds.
Understand place value.	3. Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.	2.NO.1d5 - Identify numerals 0-100. 2.NO.1d6 - Identify the numeral between 0 and 100 when presented the name. 2.NO.1e3 - Write or select the numerals 0-100. 2.NO.1h8 - Write or select the expanded form for any two-digit number. 2.NO.1h9 - Write or select the expanded form for any three-digit number.

		2.NO.1i3 - Explain what the zero represents in place value (hundreds, tens, ones) in a number.
Use place value understanding and properties of operations to add and subtract.	4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	2.NO.1f6 - Compare (greater than, less than, or equal to) two numbers up to 100. 2.NO.1h6 - Compare two-digit numbers using representations and numbers (e.g., identify more tens, fewer tens, more ones, fewer ones, larger number, smaller number). 2.NO.1h7 - Compare three-digit numbers using representations and numbers (e.g., identify more hundreds, fewer hundreds, more tens, fewer tens, more ones, fewer ones, larger number, smaller number).
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.	2.NO.2a12 - Model addition and subtraction with base-ten blocks within 20. 2.NO.2a13 - Model addition and subtraction with base-ten blocks within 50. 2.NO.2a14 - Model addition and subtraction with base-ten blocks within 100.
Use place value understanding and properties of operations to add and subtract.	6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	2.NO.2a19 - Combine up to three sets of 20 or less.
Use place value understanding and properties of operations to add and subtract.	7. Add and subtract within 1,000, 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 or subtracts	2.NO.2c3 - Compose ones into tens and/or tens into hundreds in an addition situation. 2.NO.2c4 - Decompose tens into ones and/or hundreds into tens in subtraction situations.

	hundreds and hundreds, tens and tens, and ones and ones, and sometimes it is necessary to compose or decompose tens or hundreds. 7.1 Use estimation strategies to make reasonable estimates in problem solving. (CA)	
Use place value understanding and properties of operations to add and subtract.	8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	2.NO.1e8 - Mentally add or subtract 10 from a given set from the 10s family (e.g., *What is 10 more than 50? What is 10 less than 70?*). 2.NO.1e9 - Mentally add 100 to a given set from the 100s family (e.g., *What is 100 more than 500?*). 3.NO.1e2 - Mentally subtract 100 from a given set from the 100s family (e.g., *What is 100 less than 700?*).
Use place value understanding and properties of operations to add and subtract.	9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)	(None)

Measurement and Data

Standards for Math	CCSS	CCCs
Measure and estimate lengths in standard units.	1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	2.ME.1a3 - Select the appropriate tool and unit of measurement to measure an object (ruler or yardstick; inches or feet). 2.ME.2b2 - Select appropriate tools and demonstrate or identify appropriate measuring techniques.

Measure and estimate lengths in standard units.	2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	2.ME.1c2 - Measure the attributes (length, width, and height) of an object using two different size units.
Measure and estimate lengths in standard units.	3. Estimate lengths using units of inches, feet, centimeters, and meters.	2.ME.1c3 - Recognize that standard measurement units can be decomposed into smaller units. 2.ME.2a3 - Estimate the length of an object using units of feet and inches.
Measure and estimate lengths in standard units.	4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	2.ME.1b5 - Solve word problems involving the difference in standard length units. 2.ME.2a4 - Solve one-step subtraction problems involving the difference of the lengths of two objects in standard length units.
Relate addition and subtraction to length.	5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	2.ME.1b5 - Solve word problems involving the difference in standard length units.
Relate addition and subtraction to length.	6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, etc., and represent whole-number sums and differences within 100 on a number line diagram.	2.NO.2a18 - Use diagrams and number lines to solve addition or subtraction problems.
Work with time and money.	7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationships of time (e.g., minutes in an hour, days in a month, and weeks in a year). (CA)	3.ME.1a1 - Tell time to the nearest five minutes using a digital clock.

Work with time and money	8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have two dimes and three pennies, how many cents do you have?*	2.ME.1a4 - Solve word problems using dollar bills, quarters, dimes, nickels, or pennies.
Represent and interpret data.	9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	2.DPS.1c3 - Organize data by representing continuous data on a line plot.
Represent and interpret data.	10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	2.DPS.1d2 - Identify the value of each category represented on a picture graph and bar graph or each point on a line plot. 2.DPS.1a7 - Analyze data by sorting into categories established by each question. 2.DPS.1c2 - Organize data by representing categorical data on a pictorial graph or bar graph. 2.DPS.1e2 - Compare the information shown in a bar graph or picture graph with up to four categories. Solve simple comparisons of how many more or how many less.

Geometry

Standards for Math	CCSS	CCCs
Reason with shapes and their attributes.	1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared directly or	2.GM.1a4 - Identify two-dimensional shapes such as rhombus, pentagon, hexagon, octagon, oval, and equilateral, isosceles, and scalene triangles.

	visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	2.GM.1b3 - Distinguish two- or three-dimensional shapes based upon their attributes (i.e., number of sides, equal or different lengths of sides, number of faces, number of corners). 2.GM.1e1 - Draw two-dimensional shapes with specific attributes.
Reason with shapes and their attributes.	2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	3.NO.2d1 - Find the total number of objects when given the number of identical groups and the number of objects in each group, neither number larger than 5.
Reason with shapes and their attributes.	3. Partition circles and rectangles into two, three, or four equal shares; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, four fourths, etc. Recognize that equal shares of identical wholes need not have the same shape.	2.GM.1f2 - Partition circles and rectangles into two and four equal parts. 2.GM.1f3 - Label a partitioned shape (e.g., one whole rectangle was separated into two halves, or one whole circle was separated into three thirds).

English Language Arts

Reading: Literature

Standards for English Language Arts	CCSS	CCCs
Reading Literature: Key Ideas & Details	1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2.RL.d1 - Answer who, what, where, when, why, and how questions from stories.
Reading Literature: Key Ideas &	2. Recount stories, including fables and folktales from diverse cultures, and	2.RL.e1 - Use details to recount stories, including fables and folktales from diverse cultures.

Details	determine their central message, lesson, or moral.	2.RL.f5 - Determine the central message, lesson or moral from fables and folktales from diverse cultures.
Reading Literature: Key Ideas & Details	3. Describe how characters in a story respond to major events and challenges.	2.RL.d2 - Describe or select a description of a major event or problem in a story. 2.RL.d3 - Describe or select a description of how characters respond to major events or problems in a story.
Reading Literature: Craft and Structure	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, and repeated lines) supply rhythm and meaning in a story, poem, or song. (See Grade 2 Language Standards Vocabulary Acquisition and Use for additional expectations.) (CA)	(None)
Reading Literature: Craft and Structure	5. Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	2.RL.c3 - Describe or select the description of what happened (or key events) in the beginning of the story. 2.RL.c4 - Describe or select the description of what happened (or key events) in the end of the story. 2.RL.c5 - Use signal words (e.g., *then, while, because, when, after, before, later*) to describe event sequence, actions, and interactions in a story.
Reading Literature: Craft and Structure	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	2.RL.f2 - Identify different points of view for different characters in a story. (e.g., Who thinks it is a bad idea to play a joke on a friend?)
Reading Literature: Integration of Knowledge & Ideas	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	2.RL.c2 - Use illustrations to answer questions about the characters, key events, and the problem or solution in a story. 2.RL.f1 - Use information gained

	8. (Not applicable to literature)	from illustrations to describe elements within the setting. 2.RL.f3 - Use information gained from illustrations to describe a character's feelings or what a character wanted. 2.RL.f4 - Use information gained from illustrations to describe relationships between characters (e.g., mother/daughter, love/hate).
Reading Literature: Integration of Knowledge & Ideas	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	2.RL.g1 - Compare and contrast illustrations or visuals between two versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. 2.RLg2 - Compare and contrast characters or events between two versions of the same story by different authors or from different cultures.
Reading Literature: Range of Reading & Level of Text Complexity	10. By the end of the year, proficiently read and comprehend literature, including stories and poetry, in the second to third grade text complexity band, with scaffolding as needed at the high end of the range.	2.HD.b1 - Choose information, narrative text, or adapted text to read and reread, listen to, or view for leisure purposes.

Reading: Informational Text

Standards for English Language Arts	CCSS	CCCs
Reading Informational Text: Key Ideas & Details	1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2.RI.d1 - Answer who, what, where, when, why, and how questions from informational text.
Reading Informational	2. Identify the main topic of a multi-	2.RI.d2 - Identify the main topic of a multi-paragraph informational text.

Text: Key Ideas & Details	paragraph text as well as the focus of specific paragraphs within the text.	2.RI.d3 - Identify the focus of a paragraph and the details that support the focus in an informational text.
Reading Informational Text: Key Ideas & Details	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	2.RI.f2 - Identify the sequence of events in an informational text. 2.RI.f3 - Identify the steps in a process in an informational text. 2.RI.f4 - Identify the cause-and-effect relationships in an informational text.
Reading Informational Text: Craft and Structure	4. Determine the meaning of words and phrases in a text relevant to a grade two topic or subject area. (See Grade 2 Language Standards Vocabulary Acquisition and Use for additional expectations.) (CA)	2.RWL.e6 - Determine the meaning of words and phrases in a text relevant to a grade two topic or subject area.
Reading Informational Text: Craft and Structure	5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons) to locate key facts or information in a text efficiently.	2.RI.e1 - Identify and use various text features (e.g., title, bold print, illustrations, and glossaries) to locate key facts or information in a text efficiently.
Reading Informational Text: Craft and Structure	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	2.RI.g1 - Identify the main purpose of a text, including what question the author is answering, explaining, or describing.
Reading Informational Text: 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.	2.RI.e2 - Explain or identify what specific images (e.g., a diagram showing how a machine works) teach the reader to do or tell the reader.
Reading Informational Text: Integration of Knowledge and Ideas	8. Describe how reasons support specific points that the author makes in a text.	2. RI.g2 - Identify the facts and details that an author gives to support points in a text. 2.RI.g3 - Describe how facts and details support specific points that the author makes in a text.

Reading Informational Text: Integration of Knowledge and Ideas	9. Compare and contrast the most important points presented by two texts on the same topic.	2.RI.f1 - Compare and contrast the most important points presented by two texts on the same topic.
Reading Informational Text: Range of Reading & Level of Text Complexity	10. By the end of year, proficiently read and comprehend informational texts, including history/social studies, science, and technical texts, in the second and third grade text complexity band, with scaffolding as needed at the high end of the range.	2.HD.b1 - Choose information or narrative text to read and reread, listen to, or view for leisure purposes. 2.HD.b2 - Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions and understand the world around them). 2.HD.d4 - Discuss key details and main topic of a preferred text.

Reading: Foundational Skills

Standards for English Language Arts	CCSS	CCCs
Phonics and Word Recognition	1. (Not present at grade two) 2. (Not present at grade two) 3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. (CA) A. Distinguish long and short vowels when reading regularly spelled one-syllable words. B. Know spelling sound correspondences for additional common vowel teams. C. Decode regularly spelled two-syllable words with long vowels. D. Decode words with	2.RWL.c2 - Identify long and short vowels in regularly spelled one-syllable words. 2.RWL.c3 - Decode regularly spelled one-syllable words with long vowels. 3.RWL.g3 - Decode regularly spelled one-syllable words with long vowels. 2.RLW.c4 - Decode regularly spelled two-syllable words with long vowels. 3.RLW.g4 - Decode regularly spelled

	common prefixes and suffixes. E. Identify words with inconsistent but common spelling sound correspondences. F. Recognize and read grade-appropriate irregularly spelled words.	two-syllable words with long vowels. 2.RWL.c5 - Decode words with common prefixes and suffixes. 2.RWL.d1 - Recognize and/or read grade-appropriate irregularly spelled words.
Fluency	4. Read with sufficient accuracy and fluency to support comprehension. A. Read on-level text with purpose and understanding. B. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.RWL.d3 - Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings. 2.RWL.d2 - Identify grade-level words with accuracy and on successive attempts. 2.HD.e3 - Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, and confirm predictions). 2.RWL.e3 - Use context to confirm or self-correct word recognition.

Writing

Standards for English Language Arts	CCSS	CCCs
Writing: Texts Types & Purposes	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	2.WP.b1 - State an opinion or preference about the topic or text and at least one reason for the opinion. 2.WP.b2 - Connect gathered facts to an opinion using linking words in persuasive writing. 2.WP.f1 - Write, draw, or dictate an opinion statement, several reasons that support the opinion, and a concluding statement about a topic

		or book of interest. 2.WP.g1 - Organize an opinion piece starting with a topical or opinion statement followed by related reasons with supporting evidence and ending with a concluding statement.
Writing: Texts Types & Purposes	2. Write informative or explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2.WI.b1 - Write statements that name a topic and supply some facts about the topic. 2.WI.c1 - When writing information or explanatory texts, represent facts and descriptions through the use of illustrations and captions. 2.WI.h1 - Order factual statements to describe a sequence of events or explain a procedure. 2.WI.h2 - Provide a concluding statement or section to a permanent product.
Writing: Texts Types & Purposes	3. Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure.	2.WL.c1 - Tell about a single event or a series of events that describes actions, thoughts, or feelings. 2.WL.d1 - When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next). 2.WL.f1 - Provide a title for writing that tells the central idea or focus. 2.WL.f2 - Organize text providing information regarding who, what, and why while maintaining a single focus. 2.WL.d2 - Write a narrative that includes a sense of closure.
Writing: 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. (Grade-specific expectations for writing types are defined in	(None)

	standards Text Types and Purposes above.) (CA)	
Writing: Production & Distribution of Writing	5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	2.WI.i1 - With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, and labels) to strengthen informational writing. 2.WL.g1 - With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing. 2.WP.h1 - With guidance and support, use feedback (e.g., drawings, visual displays, and labels) to strengthen persuasive writing.
Writing: Research to Build & Present Knowledge	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	2.WA.2 - With guidance and support from adults, use a variety of digital tools (e.g., word processing and the internet) to produce and publish writing, including collaborating with peers.
Writing: Research to Build & Present Knowledge	7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report or record science observations).	2.WI.d2 - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report or record science observations). 2.WL.a1 - Generate ideas and or opinions when participating in shared writing projects.
Writing: Research to Build & Present Knowledge	8. Recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade four)	2.WI.a2 - Recall information from experiences (e.g., highlight, quote or paraphrase from source) to answer a question. 2.WI.d1 - With guidance and support from adults, gather information from provided sources (e.g., highlight) to answer a question. 2.WL.a2 - Recall information from experiences to answer a question. 2.WP.e1 - Gather information from provided sources (e.g., highlight in text, quote, or paraphrase from text or discussion) to answer a question.

		2.WP.d1 - Use simple note-taking strategies (e.g., double-entry journal, Venn diagram, t-chart, discussion web) to record reasons for or against a topic. 2.WP.d2 - Create a permanent product (e.g., t-chart or word sort) to distinguish facts and opinion. 2.WI.d3 - Use simple note-taking strategies or organizers (e.g., numbering, t-charts, or graphic organizers) to gather information from provided sources.
Writing: Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CA)	(None)

Speaking & Listening

Standards for English Language Arts	CCSS	CCCs
Speaking & Listening: Comprehension & Collaboration	1. Participate in collaborative conversations about grade two topics and texts with diverse partners, both peers and adults, in small and larger groups. A. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, and speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their	2.HD.c1 - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, and speaking one at a time about the topics and text under discussion). 2.HD.c2 - Build on others' talk in conversations by linking their comments to the remarks of others.

	comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.	
Speaking & Listening: Comprehension & Collaboration	2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. A. Give and follow three- and four-step oral directions. (CA)	2.HD.d2 - Engage in small or large group discussion of favorite texts presented orally or through other media. 2.RL.e2 - Recount or describe key ideas or details from literary text read aloud or information presented orally or through other media.
Speaking & Listening: Comprehension & Collaboration	3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	2.HD.a2 - Ask questions about information presented orally or in writing in order to clarify something that is not understood.
Speaking & Listening: Presentation of Knowledge & Ideas	4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. A. Plan and deliver a narrative presentation that recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. (CA)	2.HD.d3 - Engage in small or large group discussions by sharing one's own writing. 2.WI.a1 - Describe, orally or in writing, factual information about familiar people, places, things, and events with details orally or in writing. 2.WI.g1 - Provide at least two facts for each subtopic identified for a larger topic. 2.WL.a3 - Describe ideas about familiar people, places, things, and events. 2.WL.b1 - Share a story or recount an experience with appropriate facts and relevant, descriptive details. 2.WL.c1 - Describe a single event or a series of events that describes actions, thoughts, or feelings.
Speaking & Listening:	5. Create audio recordings of stories or poems; add	2.WA.4 - Use drawings or other visual displays to clarify ideas, thoughts,

Presentation of Knowledge & Ideas	drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	and feelings.
Speaking & Listening: Presentation of Knowledge & Ideas	6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language Standards Conventions of Standard Language and Knowledge of Language for specific expectations.)	2.WA.5 - Produce (through dictation, writing, word array, or picture) complete sentences when appropriate to task and situation.

Language

Standards for English Language Arts	CCSS	CCCs
Language: Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use collective nouns (e.g., group). B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). C. Use reflexive pronouns (e.g., myself, ourselves). D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). E. Use adjectives and adverbs, and choose between them depending on what is to be modified. F. Produce, expand, and	 2.WA.6 - Use collective and irregular plural nouns in writing. 2.WA.9 - Use reflexive pronouns (e.g., myself, ourselves) in writing. 2.WA.7 - Use past-tense irregular verbs in writing. 2.WA.8 - Use adjectives and adverbs in writing. 2.WA.10 - Produce and expand upon

	rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). G. Create readable documents with legible print. (CA)	simple or compound sentences.
Language: Conventions of Standard English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize holidays, product names, and geographic names. B. Use commas in greetings and closings of letters. C. Use an apostrophe to form contractions and frequently occurring possessives. D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). E. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	2.WA.14 - Capitalize dates, name of people, holidays, product names, and geographic names. 3.WA.8 - Capitalize words in holidays, product names, geographic names, and appropriate words in a title. 3.WA.9 - Capitalize words in holidays, product names, geographic names, and appropriate words in a title.
Language: Knowledge of Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Compare formal and informal uses of English.	(None)
Language: Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade two reading and content, choosing flexibly from an	

	array of strategies. A. Use sentence-level context as a clue to the meaning of a word or phrase. B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas. (CA)	2.RWL.e4 - Use sentence context as a clue to the meaning of a word or phrase. 2.RWL.c6 - Determine the meaning of a new word formed when a known prefix is added to the known word or root. 3.RWL.g6 - Use a known root word as a clue to the meaning of an unknown word with the same root. 2.RWL.c7 - Use knowledge of the meaning of individual words to predict the meaning of compound words. 2.RWL.e5 - Use a glossary or beginning dictionary to determine the meaning of a word.
Language: Vocabulary Acquisition and Use	5. Demonstrate understanding of word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	2.RWL.f1 - Use newly acquired words in real-life context. 2.RWL.e2 - Distinguish shades of meaning among related verbs and adjectives by defining them or acting out their meaning.
Language: Vocabulary Acquisition and	6. Use words and phrases acquired through conversations, reading and	2.WA.15 - Use words and phrases acquired through conversations, reading and being read to, and

Use	being read to, and responding to texts, including using adjectives and adverbs (e.g., When other kids are happy, that makes me happy).	responding to texts, including using adjectives and adverbs (e.g., When other kids are happy, that makes me happy). 2.RWL.a1 - Identify connections with previously understood words to acquire the meaning of a new word (e.g., weeping is like crying). 2.RWL.f1 - Use newly acquired words in real-life context. 2.RWL.f2 - Use adjectives to describe nouns. 2.RWL.f3 - Use adverbs to describe verbs.

3rd Grade

Math

Operations and Algebraic Thinking

Standards for Math	CCSS	CCCs	Essential Understandings
Represent and solve problems involving multiplication and division.	1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	3.NO.2d1 - Find the total number of objects when given the number of identical groups and the number of objects in each group, neither number larger than 5. 3.NO.2d2 - Find the total number inside an array with neither number in the columns or rows larger than 5.	Create an array of sets (e.g., 3 rows of 2).

		3.NO.2d3 - Solve multiplication problems with neither number greater than 5. 3.PRF.1d1 - Use objects to model multiplication and division situations involving up to 5 groups with up to 5 objects in each group and interpret the results. 4.NO.2d6 - Find the total number inside an array with neither number in the columns or rows larger than 10. 4.NO.2d8 - Match an accurate addition and multiplication equation to a representation. 4.PRF.1d2 - Use objects to model multiplication and division situations involving up to 10 groups with up to 5 objects in each group and interpret the results.	
Represent and solve problems involving multiplication and division.	2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or	3.NO.2d4 - Determine how many objects go into each group when given the total number of objects and the number of groups where the number in each group or number of groups is not greater than 5. 3.NO.2d5 - Determine the number of groups given the total number of objects and the number of objects in each group where the number in each group and the number of	

	a number of groups can be expressed as 56÷8.	groups is not greater than 5. 3.PRF.1d1 - Use objects to model multiplication and division situations involving up to 5 groups with up to 5 objects in each group and interpret the results.	
Represent and solve problems involving multiplication and division.	3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	3.NO.2e1 - Solve or solve and check one- or two-step word problems requiring addition, subtraction, or multiplication with answers up to 100.	
Represent and solve problems involving multiplication and division.	4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ÷ 3, 6 × 6 = ?.	4.NO.2d7 - Determine how many objects go into each group when given the total number of objects and the number of groups where the number in each group or number of groups is not greater than 10.	
Understand properties of multiplication and the relationship between multiplication and division.	5. Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)	3.PRF.2d2 - Apply properties of operations as strategies to multiply and divide.	

	Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)		
Understand properties of multiplication and the relationship between multiplication and division.	6. Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	3.NO.2d4 - Determine how many objects go into each group when given the total number of objects and the number of groups where the number in each group or number of groups is not greater than 5. 3.NO.2d5 - Determine the number of groups given the total number of objects and the number of objects in each group where the number in each group and the number of groups is not greater than 5.	
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 × 5 = 40, one knows 40 ÷ 5	(None)	

	= 8) or properties of operations. By the end of grade 3, know from memory all products of two one-digit numbers.		
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.	3.NO.2e1 - Solve or solve and check one- or two-step word problems requiring addition, subtraction, or multiplication with answers up to 100.	Combine (+), decompose (-), and multiply (x) with concrete objects; use counting to get the answers. Match the action of combining with vocabulary (i.e., in all; altogether) or the action of decomposing with vocabulary (i.e., have left; take away) in a word problem.
Solve problems involving the four operations, and identify and explain patterns in arithmetic	9. Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	3.PRF.1e1 - Describe the rule for a numerical pattern (e.g., increase by 2, 5, or 10). 3.PRF.1e2 - Select or name the three next terms in a numerical pattern where numbers increase by 2, 5, or 10. 3.PRF.2d1 - Identify multiplication patterns in a real-word setting.	Concrete understanding of a pattern as a set that repeats regularly or grows according to a rule; ability to identify a pattern that grows (able to show a pattern) (shapes, symbols, objects).

Number and Operations in Base Ten

Standards for Math	CCSS	CCCs	Essential Understandings
Use place value understanding and properties of operations to perform multi-digit arithmetic. * A range of algorithms may be used.	1. Use place value understanding to round whole numbers to the nearest 10 or 100.	3.NO.1j3 - Use place value to round to the nearest 10 or 100. 3.NO.1j4 - Use rounding to solve word problems.	Identify ones or tens in bundled sets – similar/different with concrete representations, i.e., is this set of manipulatives (8 ones) closer to this set (a ten) or this set (a one)?.
Use place value understanding and properties of operations to perform multi-digit arithmetic. * A range of algorithms may be used.	2. Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	3.NO.2c1 - Solve multi-step addition and subtraction problems up to 100. 3.NO.2b1 - Use the relationships between addition and subtraction to solve problems.	Combine (+) or decompose (-) with concrete objects; use counting to get the answers.
Use place value understanding and properties of operations to perform multi-digit arithmetic. * A range of algorithms may be used.	3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	4.NO.2f2 - Solve multiplication problems up to two digits by one digit.	

Number and Operations—Fractions

Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.

Standards for Math	CCSS	CCCs	Essential Understandings

Develop understanding of fractions as numbers.	1. Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	3.NO.1l1 - Identify the number of highlighted parts (numerator) of a given representation (rectangles and circles). 3.NO.1l2 - Identify the total number of parts (denominator) of a given representation (rectangles and circles). 3.NO.1l3 - Identify the fraction that matches the representation (rectangles and circles; halves, fourths, thirds, eighths). 4.NO.1n1 - Select a model of a given fraction (halves, thirds, fourths, sixths, eighths). 4.NO.2g1 - Using a representation, decompose a fraction into multiple copies of a unit fraction (e.g., ¾ = ¼ + ¼ + ¼).	Identify part and whole when item is divided. Count the number of the parts selected (3 of the 4 parts; have fraction present but not required to read ¾).
Develop understanding of fractions as numbers.	2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. A. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. B. Represent a fraction a/b on a number line diagram by marking off a	3.NO.1l4 - Identify that a part of a rectangle can be represented as a fraction that has a value between 0 and 1. 3.NO.1l5 - Locate given common unit fractions (i.e., ½, ¼, 1/8) on a number line or ruler. 4.NO.1l6 - Locate fractions on a number line. 4.NO.1l7 - Order fractions on a number line.	

	lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.		
Develop understanding of fractions as numbers.	3. Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. A. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. B. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model. C. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram. D. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using	3.SE.1g1 - Use =, <, or > to compare two fractions with the same numerator or denominator. 4.SE.1h1 - Express whole numbers as fractions. 4.NO.1m1 -Determine equivalent fractions. 4.NO.2h3 - Solve word problems involving addition and subtraction of fractions with like denominators (2, 3, 4, or 8).	Concrete representation of a fractional part of a whole as greater than, less than, equal to another.

	a visual fraction model.		

Measurement and Data

Standards for Math	CCSS	CCCs	Essential Understandings
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	3.ME.1a2 - Solve word problems involving the addition and subtraction of time intervals of whole hours or within an hour (whole hours: 5:00 to 8:00, within hours: 7:15 to 7:45). 3.PRF.1f1 - Determine the equivalence between number of minutes and the fraction of the hour (e.g., 30 minutes = ½ hour). 3.PRF.1f2 - Determine the equivalence between the number of minutes and the number of hours (e.g., 60 minutes = 1 hour).	
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). *Excludes compound units such as cm3 and finding the geometric volume of a container. Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using	3.ME.1f1 - Select appropriate units for measurement (liquid volume, area, time, money). 3.ME.1f2 - Add to solve one-step word problems. 3.ME.2e1 - Select appropriate tool for measurement: liquid volume, area, time, money. 3.ME.2i1 - Estimate liquid volume.	

	drawings (such as a beaker with a measurement scale) to represent the problem. * Excludes multiplicative comparison problems (problems involving notions of "times as much")	4.ME.2g1 - Determine whether a situation calls for a precise measurement or an estimation (distance, volume, mass, time, money).	
Represent and interpret data.	3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	3.DPS.1g1 - Collect data and organize into picture or bar graph (e.g., average height among three classrooms, # of boys and girls). 3.DPS.1i1 - Select the appropriate statement that describes the data representations based on a given graph (picture, bar, line plots). 4.DPS.1i1 - Select an appropriate statement that describes the most frequent or the least frequent data point using a line plot, picture graph, or bar graph.	Organize data into a graph using objects (may have number symbols).
Represent and interpret data.	4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.	3.ME.2e2 - Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. 3.ME.2e3 - Measure to solve problems using number lines and ruler to 1 inch, ½ inch, or ¼ of an inch. 3.DPS.1g2 - Organize measurement data into a line plot. 4.DPS.1k2 - Apply results	

		of data to a real-world situation.	
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	5. Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure that can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	3.ME.1d1 - Use tiling and multiplication to determine area.	
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	3.ME.1d2 - Measure area of rectangles by counting squares.	Ability to identify the area of a rectangular figure.
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	7. Relate area to the operations of multiplication and addition. A. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. B. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and	3.ME.1d1 - Use tiling and addition to determine area. 4.ME.1d3 - Use tiling and multiplication to determine area. 4.ME.2h1 - Apply the formulas for area and perimeter to solve real-world problems. 4.PRF.1f3 - Apply the distributive property to solve problems with models.	

	represent whole-number products as rectangular areas in mathematical reasoning. C. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning. D. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.		
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	8. Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	3.ME.1g1 - Identify a figure as getting larger or smaller when the dimensions of the figure change. 3.ME.2h1 - Use addition to find the perimeter of a rectangle. 4.ME.2h1 - Apply the formulas for area and perimeter to solve real-world problems.	

Geometry

Standards for Math	CCSS	CCCs	Essential Understandings
Reason with shapes and their attributes.	1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides) and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	3.GM.1h1 - Identify shared attributes of shapes.	
Reason with shapes and their attributes.	2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	3.GM.1i1 - Partition rectangles into equal parts with equal area.	Concept of equal parts; partitioning with concrete objects; find the rectangle that is the same or match two congruent rectangles.

English Language Arts

Reading: Literature

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Reading Literature: Key Ideas &	1. Ask and answer questions to demonstrate	3.RL.h1 - Answer questions related to the relationship	Identify a character, setting, event, or conflict.

Details	understanding of a text, referring explicitly to the text as the basis for the answers.	between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). 3.RL.i2 - Answer literal questions and refer to text to support your answer. 3.RL.i3 - Support inferences, opinions, and conclusions using evidence from the text, including illustrations.	Recall information in a text (e.g., repeated story lines).
Reading Literature: Key Ideas & Details	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.	3.RL.i1 - Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures. 3.RL.k1 - Use details to recount stories, including fables and folktales from diverse cultures. 3.RL.k3 - Use text information to determine or explain a lesson learned by a character or a theme within the story.	
Reading Literature: Key Ideas & Details	3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3.RL.h2 - Explain how characters' actions contribute to the sequence of events/plot. 3.RL.l1 - Describe a character's traits in a story using details from the text and illustrations.	

		3.RL.l2 - Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text. 3.RL.l3 - Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text. 3.RL.l4 - Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions). 3.RL.m1 - Analyze how a character's point of view influences a conflict within a text.	
Reading Literature: Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language Standards Vocabulary Acquisition and Use for additional expectations.) (CA)	3.RWL.k2 - Determine the meaning of literal and nonliteral words and phrases as they are used in a text. 3.RWL.j4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	
Reading Literature: Craft and Structure	5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	3.RL.j2 - Identify how the structure of a poem is different from a story (e.g., rhyme shorter than stories; stanza instead of paragraph). 3.RL.j3 - Identify how the structure of a play is different from the structure of a story	

		(e.g., text includes props; dialogue without quotation marks; acts/scenes instead of chapter).	
Reading Literature: Craft and Structure	6. Distinguish their own point of view from that of the narrator or those of the characters.	3.RL.j4 - Identify narrator or character's point of view. 3.RL.j5 - Identify own point of view. 3.RL.J5 - Distinguish their own point of view from that of the narrator or those of the characters.	
Reading Literature: Integration of Knowledge & Ideas	7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	3.RL.i3 - Support inferences, opinions, and conclusions using evidence from the text including illustrations. 3.RL.m2 - Use descriptive words and illustrations/visuals from a story, read or viewed, to explain the mood in a given part of the story.	
Reading Literature: Integration of Knowledge & Ideas	8. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	3.HD.h2 - Compare two or more texts or adapted texts on the same topic or by the same author.	
Reading Literature: Range of Reading & Level of Text Complexity	9. By the end of the year, independently and proficiently read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band.	3.HD.h1 - Read or be read to and recount self-selected stories, fables, folktales, myths, and other types of texts or adapted text.	

Reading: Informational Text

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Reading Informational Text: Key Ideas & Details	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.RI.i1 - Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI.i3 - Identify supporting details of an informational text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.	
Reading Informational Text: Key Ideas & Details	2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	3.RI.i2 - Determine the main idea of text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally. 3.RI.k5 - Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.RI.n1 - Identify facts that an author uses to support a specific point or opinion.	Identify the topic of a text or of information presented in diverse media. Identify the topic of a text.
Reading Informational Text: Key Ideas & Details	3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in	(None)	

	technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		
Reading Informational Text: Craft and Structure	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards Vocabulary Acquisition and Use for additional expectations.) (CA)	3.RWL.j4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	
Reading Informational Text: Craft and Structure	5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	3.RI.h1 - Identify the purpose of a variety of text features. 3.RI.h2 - Use text features (keywords, glossary) to locate information relevant to a given topic or question. 3.RI.h3 - Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.	Identify the text feature (e.g., charts, illustrations, maps, titles).
Reading Informational Text: Craft and Structure	6. Distinguish their own point of view from that of the author of a text.	3.RI.k1 - Identify the author's purpose in an informational text. 3.RI.k2 - Identify own point of view about a topic. 3.RI.k3 - Compare own point of view to that of the author.	
Reading Informational Text:	7. Use information gained from illustrations (e.g., maps,	3.RI.h4 - Use illustrations (e.g., maps, photographs,	Identify an illustration in text.

Integration of Knowledge and Ideas	photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	diagrams, timelines) in informational texts to answer questions. 3.RI.l1 - Identify information learned from illustrations and information learned from the words in an informational text. 3.RI.l2 - 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). 3.RI.l3 - Within informational texts, locate or identify evidence in the text or graphics to support the central ideas.	
Reading Informational Text: Integration of Knowledge and 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).	3.RI.j1 - Identify signal words that help determine what the text structure is in an informational text. 3.RI.j2 - Describe the connection between sentences and paragraphs in a text.	
Reading Informational Text: Integration of Knowledge and Ideas	9. Compare and contrast the most important points and key details presented in two texts on the same topic.	3.HD.h2 - Compare two or more texts on the same topic or by the same author. 3.RI.m2 - When researching a topic, compare and contrast the most important points and key details presented in two informational texts on the same topic.	

Reading Informational Text: Range of Reading & Level of Text Complexity	10. By the end of the year, independently and proficiently read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band.	3.HD.h1 - Read or be read to and recount self-selected stories, fables, folktales, myths, and other types of texts.	

Reading: Foundational Skills

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Reading Foundational Skills: Phonics and Word Recognition	1. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. (CA) A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words.	3.RWL.g1 - Identify the meaning of most common prefixes. 3.RWL.g2 - Identify the meaning of most common suffixes. 3.RWL.g5 - Decode multi-syllable words. 3.RWL.h1 - Recognize and/or read grade-appropriate irregularly spelled words.	
Reading Foundational Skills: Fluency	2. Read with sufficient accuracy and fluency to support comprehension. A. Read on-level text with purpose and understanding.	3.RWL.h3 - Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.	Identify frequently used nouns.

	B. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.RWL.h2 - Identify grade-level words with accuracy. 3.HD.j1 - Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions). 3.RWL.i1 - Use context to confirm or self-correct word recognition.	

Writing

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Writing: Texts Types & Purposes	1. Write opinion pieces on topics or texts, supporting a point of view with reasons. A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. D. Provide a concluding statement or section.	3.WP.k1 - Introduce the topic or text within persuasive writing by stating an opinion. 3.WP.l1 - Provide reasons or facts that support a stated opinion. 3.WP.m1 - Use linking words and phrases that connect the opinions and reasons. 3.WP.n1 - Provide a	

		concluding statement or section.	
Writing: Texts Types & Purposes	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. D. Provide a concluding statement or section.	3.WI.m1 - Introduce a topic and group related information together. 3.WI.o1 - Develop the topic (e.g., offer additional information which supports the topic) by using relevant facts, definitions, and details. 3.WI.p1 - Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning. 3.WI.i3 - Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. 3.WI.q1 - Provide a concluding statement or section to summarize the information presented.	Identify different types of text features found in informational text.
Writing: Texts Types & Purposes	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and descriptions of actions,	3.WL.j1 - Establish the situation by setting up the context for the story and introduce a narrator and/or characters. 3.WL.j2 - Sequence events in writing that unfold naturally. 3.WL.k1 - When appropriate, use	

	thoughts, and feelings to develop experiences and events or show the response of characters to situations. C. Use temporal words and phrases to signal event order. D. Provide a sense of closure.	dialogue and descriptions of actions, thoughts, and feelings to develop a story. 3.WL.l1 - Use temporal words and phrases to signal event order. 3.WL.m1 - Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.	
Writing: 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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	3.WI.s1 - With guidance and support from adults, produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform or to entertain), and audience (e.g., reader). 3.WL.o1 - With guidance and support from adults, produce a permanent product in which the development and organization are appropriate to the task and purpose.	Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement).
Writing: Production & Distribution of Writing	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to	3.WP.j3 - With guidance and support from peers and adults, develop a plan for writing. 3.WL.h2 - With guidance and support from peers and adults, develop a plan for	

	and including grade 3.)	writing based on a literary topic (e.g., select a topic, draft outline, develop narrative). 3.WL.l2 - With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion). 3.WL.i2 - With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion). 3.WL.o2 - With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story). 3.WI.r1 - With guidance and support from peers and adults, edit writing for clarity and meaning.	
Writing: Production & Distribution of Writing	6. With guidance and support from adults, use technology to produce and publish writing (using	3.WA.2 - With guidance and support from adults, use technology to produce and publish writing (e.g., use the	

	keyboarding skills) as well as to interact and collaborate with others.	internet to gather information; use word processing to generate and collaborate on writing). 3.WA.1 - Develop keyboarding skills.	
Writing: Research to Build & Present Knowledge	7. Conduct short research projects that build knowledge about a topic.	3.WI.l5 - Follow steps to complete a short research project (e.g., determining topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).	
Writing: Research to Build & 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.	3.WP.i1 - Recall relevant information from experiences for use in writing. 3.WP.j1 - Gather facts (e.g., highlight in text, quote, or paraphrase from text or discussion) from print and/or digital sources. 3.WI.k1 - Gather information (e.g., highlight, quote, or paraphrase from source) from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3.WI.k2 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate	

		responses to form paragraph/essay). 3.WI.k3 - Locate important points on a single topic from two informational texts or sources. 3.WI.n2 - Identify key details in an informational text. 3.WP.j2 T- Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources. 3.WP.j4 - Sort evidence collected from print and/or digital sources into provided categories.	Identify information from print and digital sources on given topics (e.g., pictures of animals).
Writing: Range of Writing	9. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	(None)	

Speaking & Listening

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Speaking & Listening: Comprehension & Collaboration	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3	3.HD.i1 - Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.	

	topics and texts, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and under-standing in light of the discussion.	3.HD.i2 - Ask questions to check understanding of information presented in collaborative discussions. 3.HD.i3 - Link personal ideas and comments to the ideas shared by others in collaborative discussions. 3.HD.i4 - Express ideas and understanding in light of collaborative discussions.	
Speaking & Listening: Comprehension & Collaboration	2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	3.RL.k2 - Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3.RI.i2 - Determine the main idea of text read	Identify the topic of a text or of information presented in diverse media.

		aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3.RI.i3 - Identify supporting details of an informational text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
Speaking & Listening: Comprehension & Collaboration	3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3.RI.k4 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
Speaking & Listening: 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. A. Plan and deliver an informative/explanatory presentation on a topic that organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. (CA)	3.WA.3 - Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant and descriptive details 3.WP.m2 - Elaborate on each fact or opinion given in support of a claim with relevant details.	
Speaking & Listening: Presentation of Knowledge & Ideas	5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an	3.WA.4 - Add audio recordings and visual displays when appropriate to emphasize or enhance	

	understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	certain facts or details.	
Speaking & Listening: Presentation of Knowledge & Ideas	6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)	(None)	

Language

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Language: Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. B. Form and use regular and irregular plural nouns. C. Use abstract nouns (e.g., *childhood*). D. Form and use regular and irregular verbs. E. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb	3.WA.4 - Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences. 3.WA.6 - Write sentences using nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), and adjectives and/or adverbs. 3.WA.7 - Write sentences using correct subject-verb and pronoun-antecedent agreement. 3.WA.5 - Use simple and compound sentences in informative/	

	tenses. F. Ensure subject-verb and pronoun-antecedent agreement. G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. H. Use coordinating and subordinating conjunctions. I. Produce simple, compound, and complex sentences. J. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. (CA) K. Use reciprocal pronouns correctly. (CA)	explanatory writing.	
Language: Conventions of Standard English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize appropriate words in titles. B. Use commas in addresses. C. Use commas and quotation marks in dialogue. D. Form and use possessives. E. Use conventional	3.WA.8 - Capitalize words in holidays, product names, geographic names, and appropriate words in a title. 3.WA.11 - Use commas accurately in addresses or dialogue within writing. 3.WA.9 - Use quotation marks within writing. 3.WA.10 - Use conventional spelling (e.g., *sitting, smiled, cries*) and spelling patterns (e.g., word families, syllable	

	spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	patterns, ending rules) in writing high-frequency and/or previously learned words.	
Language: Knowledge of Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose words and phrases for effect. B. Recognize and observe differences between the conventions of spoken and written standard English.	3.WA.12 - Choose words and phrases for appropriate effect (e.g., *to inform*) within writing.	
Language: Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. A. Use sentence-level context as a clue to the meaning of a word or phrase. B. Determine the meaning of the new word formed when a	3.RWL.i2 - Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word. 3.RWL.g7 - Determine the meaning of the new word formed when a known affix is added to a known word. 3.RWL.g6 - Use a known root word as a clue to the meaning of an unknown word with the same root.	Recall the meaning of frequently used nouns.

	known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/ uncomfortable, care/careless, heat/preheat*). C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas. (CA)	3.RWL.i3 - Use a glossary or dictionary to determine the meaning of a word. 3.RWL.k4 - Determine the meaning of literal and nonliteral words and phrases as they are used in a text.	
Language: Vocabulary Acquisition and Use	5. Demonstrate understanding of word relationships and nuances in word meanings. A. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*). B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).	3.RWL.k1 - Distinguish literal from non-literal meanings of words and phrases in context. 3.RWL.j1 - Use newly acquired words in real-life context. 3.RWL.i4 - Identify and sort shades of meaning words from general to specific or lesser to specific.	

Language: Vocabulary Acquisition and Use	6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night, we went looking for them*).	3.RWL.j2 - Use newly acquired conversational and general academic words and phrases accurately. 3.RWL.j3 - Use newly acquired domain-specific words and phrases accurately. 3.WA.13 - Use grade-appropriate general academic and domain-specific vocabulary accurately within informational writing.	

4th Grade

Math

Operations and Algebraic Thinking

Standards for Math	CCSS	CCCs	Essential Understandings
Use the four operations with whole numbers to solve problems.	1. Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication	4.PRF.1d2 - Use objects to model multiplication and division situations involving up to five groups with up to five objects in each group and interpret the results.	

	equations.		
Use the four operations with whole numbers to solve problems.	2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	4.NO.2d7 - Determine how many objects go into each group when given the total number of objects and groups where the number in each group or number of groups is not > 10 4.PRF.1e3 - Solve multiplicative comparisons with an unknown using up to two-digit numbers with information presented in a graph or word problem (e.g., an orange hat cost $3. A purple hat cost 2 times as much. How much does the purple hat cost? [3 x 2 = p]).	Create an array of objects given a specific number of rows and the total number; place one object in each group/row at a time. Identify visual multiplicative comparisons (e.g., which shows two times as many tiles as this set?).
Use the four operations with whole numbers to solve problems.	3. Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. 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.	4.NO.2e2 - Solve and check one- or two-step word problems requiring addition, subtraction, or multiplication with answers up to 100. 5.NO.2a1 - Solve problems or word problems using up to three-digit numbers and addition or subtraction or multiplication.	Select the representation of manipulatives on a graphic organizer to show addition/ multiplication equation; Match to same for representations of equations with equations provided (may be different objects but same configuration).

Gain familiarity with factors and multiples.	4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	4.NO.2f1 - Identify multiples for a whole number (e.g., 2 = 2, 4, 6, 8, 10).	
Generate and analyze patterns.	5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*	4.PRF.2d3 - Generate a pattern when given a rule and word problem (e.g., I run 3 miles every day; how many miles have I run in 3 days?). 4.PRF.2e1 - Extend a numerical pattern when the rule is provided. 5.PRF.2a1 - Generate a pattern that follows the provided rule.	

Number and Operations in Base Ten

Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

Standards for Math	CCSS	CCCs	Essential Understandings

Generalize place value understanding for multi-digit whole numbers.	1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.	4.NO.1k1 - Compare the value of a number when it is represented in different place values of two 3-digit numbers.	
Generalize place value understanding for multi-digit whole numbers.	2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	4.NO.1j6 - Compare multi-digit numbers using representations and numbers. 4.NO.1j7 - Write or select the expanded form for a multi-digit number.	
Generalize place value understanding for multi-digit whole numbers.	3. Use place value understanding to round multi-digit whole numbers to any place.	4.NO.1j5 - Use place value to round to any place (i.e., ones, tens, hundreds, thousands).	Identify ones, tens, and hundreds in bundled sets: similar/different with concrete representations, i.e., is this set of manipulatives (8 tens) closer to this set (a hundred) or this set (a 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.	4.NO.2c2 - Solve multi-digit addition and subtraction problems up to 1,000.	
Use place value understanding and properties of operations to perform	5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit	4.NO.2f2 - Solve multiplication problems up to two digits by one digit.	

multi-digit arithmetic.	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.	4.PRF.1f4 - Solve a two-digit by one-digit multiplication problem using two different strategies.	
Use place value understanding and properties of operations to perform multi-digit arithmetic.	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.	5.NO.2a2 - Separate a group of objects into equal sets when given the number of sets to find the total in each set with the total number less than 50.	

Number and Operations—Fractions

Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

Standards for Math	CCSS	CCCs	Essential Understandings
Extend understanding of fraction equivalence and ordering.	1. Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.	4.NO.1m1 - Determine equivalent fractions.	Equivalency: what is and what is not equivalent; this may begin with numbers/sets of objects: e.g., 3=3 or two fraction representations that are identical (two pies showing 2/3).

	Use this principle to recognize and generate equivalent fractions.		
Extend understanding of fraction equivalence and ordering.	2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	4.NO.1n2 - Compare up to 2 given fractions that have different denominators. 4.SE.1g2 - Use =, <, or > to compare two fractions (with a denominator of 10 or less).	Differentiate between parts and a whole. Recognize concrete representation of a fractional part of a whole as greater than, less than, equal to another.
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. A. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. B. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.	4.NO.2g1 - Using a representation, decompose a fraction into multiple copies of a unit fraction (e.g., ¾ = ¼ + ¼ + ¼). 4.NO.2h1 - Add and subtract fractions with like denominators (of 2, 3, 4, or 8). 4.NO.2h2 - Add and subtract fractions with like denominators (2, 3, 4, or 8) using representations. 4.NO.2h3 - Solve word problems involving addition and	

	Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8. C. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. D. 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.	subtraction of fractions with like denominators (2, 3, 4, or 8).	
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. A. Understand a fraction a/b as a multiple of 1/b. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).* B. Understand a	5.NO.2b3 - Multiply a fraction by a whole or mixed number.	

	multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)* C. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*		
Understand decimal notation for fractions, and compare decimal fractions.	5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express 3/10 as 30/100, and add 3/10 + 4/100 =*	4.NO.1o2 - Find the equivalent decimal for a given fraction.	

	34/100.		
Understand decimal notation for fractions, and compare decimal fractions.	6. Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*	4.SE.1h2 - Identify the equivalent decimal for a fraction. 4.NO.1o1 - Match a fraction with a denominator of 10 or 100 as a decimal (5/10 = .5). 4.NO.1p1 - Read, write, or select decimals to the tenths place. 4.NO.1p2 - Read, write, or select decimals to the hundredths place. 5.NO.1c1 - Rewrite a fraction as a decimal. 5.NO.1c2 - Rewrite a decimal as a fraction.	
Understand decimal notation for fractions, and compare decimal fractions.	7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using the number line or another visual model. (CA)	4.SE.1g3 - Use =, <, or > to compare two decimals (in multiples of 10). 4.NO.1q1 - Compare two decimals to the tenths place with a value of less than 1. 4.NO.1q2 - Compare two decimals to the hundredths place with a value of less than 1.	

Measurement and Data

Standards for Math	CCSS	CCCs	Essential Understandings

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), etc.*	4.ME.2f1 - Complete a conversion table for length and mass within a single system. 5.ME.1a1 - Identify the appropriate units of measurement for different purposes in a real-life context (e.g., measure a wall using feet, not inches).	
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	4.ME.1g2 - Solve word problems using perimeter and area where changes occur to the dimensions of a figure.	
Solve problems involving measurement and conversion of measurements	3. Apply the area and perimeter formulas for rectangles in real-world and mathematical	4.ME.1g2 - Solve word problems using perimeter and area where changes occur to the dimensions of a	Identify the perimeter. Identify the area. Show each when the

from a larger unit to a smaller unit.	problems. *For example, find the width of a rectangular room given the area of the flooring and the length by viewing the area formula as a multiplication equation with an unknown factor.*	figure.	size of the figure changes.
Represent and interpret data.	4. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot, find and interpret the difference in length between the longest and shortest specimens in an insect collection.*	4.ME.2e7 - Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). 4.ME.2e8 - Solve problems involving addition and subtraction of fractions with like denominators by using information presented in line plots.	Identify data set based on a single attribute (e.g., pencils vs. markers). Identify data set with more or less (e.g., this bar represents a set with more). Organize the data into a graph using objects (may have number symbols).
Geometric measurement: understand concepts of angle and measure angles.	5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: A. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a	4.GM.1j3 - Recognize an angle in two-dimensional figures.	

	circle is called a "one-degree angle," and can be used to measure angles. B. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.		
Geometric measurement: understand concepts of angle and measure angles.	6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	4.ME.2e4 - Select appropriate tool for measurement: mass, length, angles. 4.ME.2e5 - Construct a given angle. 4.ME.2e6 - Measure right angles using a tool (e.g., angle ruler, protractor).	
Geometric measurement: understand concepts of angle and measure angles.	7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	(None)	

Geometry

Standards for Math	CCSS	CCCs	Essential Understandings

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	4.GM.1j1 - Recognize a point, line, line segment, and rays in two-dimensional figures. 4.GM.1j2 - Recognize perpendicular and parallel lines in two-dimensional figures. 4.GM.1j3 - Recognize an angle in two-dimensional figures. 5.GM.1j1 - Recognize parallel and perpendicular lines within the context of two-dimensional figures.	
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. Two-dimensional shapes should include special triangles (e.g., equilateral, isosceles, scalene) and special quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid). (CA)	4GM.1h2 - Classify two-dimensional shapes based on attributes (number of angles). 4.GM.1j4 - Categorize angles as right, acute, or obtuse.	Identify attributes within a two-dimension al figure (e.g., rectangles have sides; student identifies sides of rectangle; student identifies angles in rectangle).
Draw and identify lines and angles, and classify shapes by	3. Recognize a line of symmetry for a two-dimensional figure as a line across	4.GM.1k1 - Recognize a line of symmetry in a figure.	

properties of their lines and angles.	the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.		

English Language Arts

Reading: Literature

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Reading Literature: Key Ideas & Details	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4.RL.i1 - Refer to details and examples in a text when explaining what the text says explicitly. 4.RL.i2 - Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama. 4.RL.k1 - Use details and examples in a text when explaining the author's purpose (e.g., what did the author use to scare you or surprise you?).	Recall a detail in a text.
Reading Literature: Key Ideas & Details	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	4.RL.i3 - Use evidence from the text to summarize a story, poem, or drama. 4.RL.k2 - Determine	Determine the topic of a story or poem.

		the theme of a story, drama, or poem; refer to the text to support the answer.	
Reading Literature: Key Ideas & Details	3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	4.RL.h1 - Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). 4.RL.l1 - Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from the text to support the description. 4.RL.l2 - Describe character motivation (e.g., actions, thoughts, words); use details from the text to support the description.	Identify a character in text.
Reading Literature: Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (See Grade 4 Language standards 4–6 for additional expectations.) (CA)	4.RWL.j2 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a fourth grade topic or subject area.	
Reading Literature: Craft and Structure	5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm,	4.RL.j2 - Identify how the structure of a poem is different from a story (e.g., identify rhyme, shorter than stories, stanza instead of paragraph).	

	meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	4.RL.j3 - Identify how the structure of a play is different from the structure of a story (e.g., text includes props, dialogue without quotation marks, acts/scenes instead of chapters).	
Reading Literature: Craft and Structure	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	4.RL.m1 - Determine the author's point of view (first- or third-person). 4.RL.m2 - Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	
Reading Literature: Integration of Knowledge & Ideas	7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	4.RL.i4 - Use evidence from both the text version and oral or visual presentation of the same text to support inferences, opinions, and conclusions. 4.RL.m3 - Make connections between the text of a story and the visual representations; refer back to the text/illustrations to support the answer. 4.RL.m4 - Make connections between the text of a play and the oral representations; refer back to the text/illustrations to support the answer.	

Reading Literature: Integration of Knowledge & Ideas	8. (Not applicable)		
Reading Literature: Integration of Knowledge & Ideas	9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	4.RL.m5 - Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures. 4.RL.m6 - Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	
Reading Literature: Range of Reading and Level of Text Complexity	10. By the end of the year, proficiently read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band, with scaffolding as needed at the high end of the range.	4.HD.h1 - Read or be read to and recount self-selected stories, dramas, poetry, and other types of text and adapted text.	

Reading: Informational Text

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Reading Informational Text: Key Ideas & Details	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the	4.RI.i1 - Refer to details and examples in a text when explaining what the text says explicitly. 4.RI.i2 - Refer to details	

	text.	and examples in a text when drawing basic inferences from an informational text.	
Reading Informational Text: Key Ideas & Details	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	4.RI.i3 - Determine the main idea of an informational text. 4.RI.i4 - Identify supporting details of an informational text.	Identify the topic of a text.
Reading Informational Text: Key Ideas & 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.	(None)	
Reading Informational Text: Craft and Structure	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a fourth grade topic or subject area. (See Grade 4 Language standards 4–6 for additional expectations.) (CA)	4.RWL.j2 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a fourth grade topic or subject area.	
Reading Informational Text: Craft and Structure	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	4.RI.j1 - Identify signal words that help determine what the text structure is in an informational text (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions). 4.RI.j2 - Describe the overall structure (e.g., chronology, comparison, cause/effect,	

		problem/solution) of events, ideas, concepts, or information in a text or part of a text. 4.RI.j3 - Organize information presented in an informational text to demonstrate the text structure.	
Reading Informational Text: Craft and Structure	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	4.RI.k1 - Determine if information in a text is firsthand or secondhand. 4.RI.k2 - Compare and contrast a firsthand and secondhand account of the same event or topic.	
Reading Informational Text: Integration of Knowledge and Ideas	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.	4.RI.h4 - Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) to answer questions. 4.RI.h5 - Explain how the information presented visually, orally, or quantitatively contributes to the understanding of the text in which it appears. 4.RI.l1 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the	Identify basic text features (e.g., charts, graphs, diagrams, timelines, maps). Locate information within a simplified chart, map, or graph.

		information contributes to an understanding of the text in which it appears.	
Reading Informational Text: Integration of Knowledge and Ideas	8. Explain how an author uses reasons and evidence to support particular points in a text.	4.RI.k3 - Compare and contrast how different authors use reasons and evidence to support the same topics across texts. 4. RI.k5 - Identify reasons that the author uses to support ideas in an informational text. 4. RI.n1 - Identify facts that an author uses to support a specific point or opinion.	
Reading Informational Text: Integration of Knowledge and Ideas	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	4.HD.h2 - Report out about two or more texts on the same self-selected topic. 4.RI.m1 - Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably.	
Reading Informational Text: Range of Reading & Level of Text Complexity	10. By the end of year, proficiently read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band, with scaffolding as needed at the high end of the range.	4.HD.h1 - Read or be read to and recount self-selected stories, dramas, poetry, and other types of text.	

Reading: Foundational Skills

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Reading Foundational Skills: Phonics and Word Recognition	3. Know and apply grade-level phonics and word analysis skills in decoding words. A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.	4.RWL.g1 - Use letter-sound correspondences, syllabication patterns, and morphology (e.g., affixes) to identify and/or read multisyllabic words. 4.RWL.h2 - Identify grade-level words with accuracy and on successive attempts.	Identify frequently used words (e.g., EDL 2 or 3).
Reading Foundational Skills: Fluency	4. Read with sufficient accuracy and fluency to support comprehension. A. Read on-level text with purpose and understanding. B. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.RWL.h3 - Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings. 4.HD.j1 - Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions). 4.RWL.i1 - Use context to confirm or self-correct word recognition.	

Writing

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Writing: Texts Types & Purposes	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. B. Provide reasons that are supported by facts and details. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). D. Provide a concluding statement or section related to the opinion presented.	4.WP.k1 - Introduce the topic or text within persuasive writing by stating an opinion. 4.WP.l1 - Provide reasons, which include facts and details, that support a stated opinion. 4.WP.m1 - Create an organizational structure that lists reasons in a logical order. 4.WP.m2 - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). 4.WP.n1 - Provide a concluding statement or section related to the opinion presented.	
Writing: Texts Types & Purposes	2. Write informative or explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid	4.WI.m1 - Introduce a topic clearly and group related information in paragraphs and sections. 4.WI.o1 - Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to	

	comprehension. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a concluding statement or section related to the information or explanation presented.	the topic. 4.WI.p1 - Include formatting (e.g., headings), illustrations, and multimedia when appropriate to convey information about the topic. 4.WI.l3 - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). 4.WI.n2 - Use precise language and domain-specific vocabulary to inform about or explain the topic. 4.WI.q1 - Provide a concluding statement or section to support the information presented.	
Writing: Texts Types & Purposes	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and description to develop experiences and events or show the responses of characters to	4.WL.j1 - Orient the reader by setting up the context for the story and introducing a narrator and/or characters. 4.WL.j2 - Sequence events in writing that unfold naturally. 4.WL.k1 - When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations. 4.WL.l1 - Use a variety of	

	situations. C. Use a variety of transitional words and phrases to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.	transitional words and phrases to manage the sequence of events. 4.WL.k2 - Use concrete words and phrases and sensory details to convey experiences and events. 4.WL.m1 - Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.	
Writing: Production & Distribution of Writing	4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (CA)	4.WI.s2 - Produce a clear, coherent permanent product that is appropriate to the specific task, purpose, and audience. 4.WL.o1 - Produce a clear, coherent permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience. 4.WP.p1 - Produce a clear, coherent permanent product that is appropriate to the specific task, purpose, and audience.	
Writing: Production & Distribution of Writing	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate	4.WP.j3 - With guidance and support from peers and adults, develop a plan for writing. 4.WL.h2 - With guidance and support from peers and adults,	

	command of Language Standards 1–3 up to and including grade four.)	develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative). 4.WI.l1 - With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion). 4.WL.i3 - Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion). 4.WI.l6 - Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion). 4.WL.o2 - With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story).	

		4.WI.s1 - With guidance and support from peers and adults, strengthen writing by revising. 4.WP.p2 - With guidance and support from peers and adults, strengthen writing by revising and editing. 4.WP.o1 - With guidance and support from peers and adults, edit writing for clarity and meaning. 4.WI.r1 - With guidance and support from peers and adults, edit writing for clarity and meaning.	
Writing: 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.	4.WA2 - With guidance and support from adults, use technology to produce and publish writing (e.g., use the internet to gather information; use word processing to generate and collaborate on writing). 4.WA1 - Develop keyboarding skills.	
Writing: Research to Build & Present Knowledge	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	4.WI.l5 - Follow steps to complete a short research project (e.g., determining topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).	
Writing: Research to Build & Present Knowledge	8. Recall relevant information from experiences or gather relevant information	4.WP.i1 - Recall relevant information from experiences for use in writing.	

	from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. (CA)	4.WP.j1 - Gather relevant information (e.g., highlight in text, quote, or paraphrase from text or discussion) from print and/or digital sources. 4.WL.i1 - Gather information (e.g., highlight in text, quote, or paraphrase from text) from print and/or digital sources. 4.WI.k1 - Gather information (e.g., highlight, quote, or paraphrase from source) relevant to the topic from print and/or digital sources. 4.WI.n1 - Identify key details from an informational text. 4.WP.j2 - Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources. 4.WI.l4 - Sort evidence collected from print and/or digital sources into provided categories. 5.WI.b2 - Sort evidence collected from print and/or digital sources into provided categories. 4.WP.j5 - Provide a list of sources that contributed to the content within a writing piece.	

		4.WI.k2 - Provide a list of sources that contributed to the content within a writing piece.	
Writing: Research to Build & Present Knowledge	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply Grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). B. Apply Grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	4.WP.i2 - Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).	
Writing: Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	(None)	

Speaking & Listening

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Speaking & Listening: Comprehension & Collaboration	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on fourth grade topics and texts, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	4.HD.i1 - Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion. 4.HD.i2 - Ask questions to check understanding of information presented in collaborative discussions. 4.HD.i3 - Make appropriate comments that contribute to a collaborative discussion. 4.HD.i4 - Review the key ideas expressed within a collaborative discussion.	

Speaking & Listening: Comprehension & Collaboration	2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	4.RL.i5 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 4.RI.i5 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
Speaking & Listening: Comprehension & Collaboration	3. Identify the reasons and evidence a speaker provides to support particular points. (CA)	4.RL.k3 - Identify the reasons and evidence a speaker provides to support particular points. 4.RI.k4 - Identify the reasons and evidence a speaker provides to support particular points.	
Speaking & Listening: 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. A. Plan and deliver a narrative presentation that relates ideas, observations, or recollections; provides a clear	4.WA.3 - Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant and descriptive details. 4.WP.m3 - Elaborate on each fact or opinion given in support of a claim with relevant details.	

	context; and includes clear insight into why the event or experience is memorable. (CA)		
Speaking & Listening: Presentation of Knowledge & Ideas	5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	4.WA.4 - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	
Speaking & Listening: 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. (See Grade 4 Language standards 1 and 3 for specific expectations.)	(None)	

Language

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Language: Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use interrogative, relative pronouns (who,	4.WA.4 - Use relative pronouns and relative adverbs in writing.	

	whose, whom, which, that) and relative adverbs (where, when, why). (CA) B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). E. Form and use prepositional phrases. F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. G. Correctly use frequently confused words (e.g., to, too, two; there, their). H. Write fluidly and legibly in cursive or joined italics. (CA)	4.WA.5 - Use prepositional phrases in writing. 4.WA.6 - Produce simple, compound, and complex sentences in writing. 4.WA.7 - Recognize and correct inappropriate fragments and run-on sentences.	
Language: Conventions of Standard English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use correct capitalization.	4.WA.8 - Use correct capitalization in writing.	

	B. Use commas and quotation marks to mark direct speech and quotations from a text. C. Use a comma before a coordinating conjunction in a compound sentence. D. Spell grade-appropriate words correctly, consulting references as needed.	4.WA.9 - Use commas and quotation marks in writing. 4.WA.10 - Spell words correctly in writing, consulting references as needed.	
Language: Knowledge of Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose words and phrases to convey ideas precisely. B. Choose punctuation for effect. C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	4.WA.11 - Choose words and phrases for appropriate effect (e.g., to inform) within writing.	
Language: Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.	4.RWL.i2 - Use context as a clue to determine the meaning of unknown words, multiple meaning words, or words showing shades of meaning. 4.RWL.i3 - Use common grade-appropriate roots and affixes as	Understand that words can have more than one meaning.

	A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	clues to the meaning of a word. 4.RWL.i4 - Use a glossary, dictionary, or thesaurus to determine the meaning of a word.	
Language: Vocabulary Acquisition and Use	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. B. Recognize and explain the meaning of common idioms, adages, and proverbs. C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	4.RWL.k1 - Identify simple similes in context. 4.RWL.k2 - Identify simple metaphors in context. 4.RWL.i5 - Relate words to their opposites (antonyms). 4.RWL.i6 - Relate words to words with similar but not identical meanings (synonyms). 4.RWL.k3 - Identify the meaning of common idioms.	

Language: Vocabulary Acquisition and Use	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	4.RWL.j1 - Use general academic and domain-specific words and phrases accurately. 4.WA.12 - Use grade-appropriate general academic and domain-specific vocabulary accurately within writing.	Identify general academic words (e.g., EDL 2 or 3 map, character, equal, book, name, paper, etc).

5th Grade

Math

Operations and Algebraic Thinking

Standards for Math	CCSS	CCCs	Essential Understandings
Write and interpret numerical expressions.	1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	5.SE.1a1 - Given a real-world problem, write an equation using one set of parentheses.	
Write and interpret numerical expressions.	2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating	5.SE.1a1 - Given a real-world problem, write an expression using one set of parentheses.	

	them. *For example, express the calculation "Add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.* A. Express a whole number in the range 2–50 as a product of its prime factors. For example, find the prime factors of 24 and express 24 as 2 × 2 × 2 × 3. (CA)		
Analyze patterns and relationships.	3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*	5.PRF.1b1 - Given two patterns involving the same context (e.g., collecting marbles) determine the first five terms and compare the values. 5.PRF.1b2 - When given a line graph representing two arithmetic patterns, identify the relationship between the two. 5.PRF.2b1 - Generate or select a comparison between two graphs from a similar situation.	Compare two pieces of information provided in a single display.

Number and Operations in Base Ten

Standards for Math	CCSS	CCCs	Essential Understandings
Understand the place value system.	1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	5.NO.1a1 - Compare the value of a number when it is represented in different place values of two three-digit numbers.	
Understand the place value system.	2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	(None)	
Understand the place value system.	3. Read, write, and compare decimals to thousandths. A. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). B. Compare two decimals to thousandths based on meanings of the digits in each place, using >,	5.NO.1b1 - Read, write, or select a decimal to the hundredths place. 5.NO.1b2 - Read, write, or select a decimal to the thousandths place. 5.NO.1b3 - Compare two decimals to the thousandths place with a value of less than 1.	Recognize part of a whole using materials divided into tenths. Count tenths to determine how many (e.g., 4 tenths = .4); have the decimal present but not required to read.

	=, and < symbols to record the results of comparisons.		
Understand the place value system.	4. Use place value understanding to round decimals to any place.	5.NO.1b4 - Round decimals to the next whole number. 5.NO.1b5 - Round decimals to the tenths place. 5.NO.1b6 - Round decimals to the hundredths place.	Identify place value to the ones, tens, hundreds, and thousands.
Perform operations with multi-digit whole numbers and with decimals to hundredths.	5. Fluently multiply multi-digit whole numbers using the standard algorithm.	5.NO.2a1 - Solve problems or word problems using up to three-digit numbers and addition or subtraction or multiplication.	
Perform operations with multi-digit whole numbers and with decimals to hundredths.	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.	5.NO.2a3 - Find whole number quotients up to two dividends and two divisors. 5.NO.2a4 - Find whole number quotients up to four dividends and two divisors. 5.NO.2a5 - Solve word problems that require multiplication or division.	Combine (x) or decompose (÷) with concrete objects; use counting to get the answers.
Perform operations with multi-digit whole numbers and with decimals to hundredths.	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	5.NO.2c1 - Solve one-step problems using decimals.	Combine (+) or decompose (-) with concrete objects; use counting to get the answers. Match the action of combining with vocabulary (i.e., in all, altogether) or the action of

	strategy to a written method and explain the reasoning used.		decomposing with vocabulary (i.e., have left, take away) in a word problem.

Number and Operations—Fractions

Standards for Math	CCSS	CCCs	Essential Understandings
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. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*	5.NO.2b1 - Add and subtract fractions with unlike denominators by replacing fractions with equivalent fractions (identical denominators). 5.NO.2b2 - Add or subtract fractions with unlike denominators.	
Use equivalent fractions as a strategy to add and subtract fractions.	2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.	5.NO.2c2 - Solve word problems involving the addition, subtraction, multiplication, or division of fractions.	Identify what to do with the parts when given the key word (using the fractional parts).

	For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.		
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	3. Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people, each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*	5.NO.2b4 - Divide unit fractions by whole numbers and whole numbers by unit fractions.	
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. A. Interpret the product *(a/b) × q* as *a* parts of a partition of *q* into *b* equal parts; equivalently, as the	5.NO.2b3 - Multiply a fraction by a whole or mixed number.	

	result of a sequence of operations *a × q ÷ b.* *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)* B. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.		
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5. Interpret multiplication as scaling (resizing), by: A. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. B. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1	5.PRF.1a1 - Determine whether the product will increase or decrease based on the multiplier.	Limit to whole numbers and 1 or more; show what happens to set when you have one of these (1x) versus some other number (e.g., 2x).

	as a familiar case). C. Explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.		
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	6. Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	5.NO.2b3 - Multiply a fraction by a whole or mixed number.	
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. *(Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.)* a. Interpret division of a unit fraction by a non-zero whole number and compute such quotients. *For example, create a story context for (1/3) ÷*	5.NO.2b4 - Divide unit fractions by whole numbers and whole numbers by unit fractions.	

	4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3. B. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.* C. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*		

Measurement and Data

Standards for Math	CCSS	CCCs	Essential Understandings
Convert like measurement units within a given measurement system.	1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems.	5.ME.1b1 - Convert measurements of time. 5.ME.1b2 - Convert standard measurements of length. 5.ME.1b3 - Convert standard measurements of mass. 5.ME.2a1 - Solve problems involving conversions of standard measurement units when finding area, volume, time lapse, or mass.	Measure an object or quantity using two different units to show they mean the same thing (e.g., 12 inches and 1 foot). When using a larger unit, there are less; for smaller units, you need more. Identify what measures time (clock used to measure time; calendar used to measure days); identify past/present (for lapsed time).
Represent and interpret data.	2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*	5.DPS.1c1 - Collect and graph data on a bar graph, line plots, or picture graph (e.g., average height among three classrooms, number of boys and girls).	

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. A. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume and can be used to measure volume. B. A solid figure that can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	5.ME.2b1 - Use filling and multiplication to determine volume.	
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	5.ME.2b1 - Use filling and multiplication to determine volume.	
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5. Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume. A. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the	5.ME.2b2 - Apply formulas to solve one-step problems involving volume.	

	base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. B. Apply the formulas V = l × w × h and V = b × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems. C. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.		

Geometry

Standards for Math	CCSS	CCCs	Essential Understandings
Graph points on the coordinate plane to solve real-world and mathematical problems.	1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using	5.GM.1c1 - Locate the x and y axis on a graph. 5.GM.1c2 - Locate points on a graph. 5.GM.1c3 - Use order pairs to graph given points.	Identify the x- and y-axis or concept of intersection.

	an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).		
Graph points on the coordinate plane to solve real-world and mathematical problems.	2. Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	(None)	
Classify two-dimensional figures into categories based on their properties.	3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*	5.GM.1a1 - Recognize properties of simple plane figures.	
Classify two-dimensional figures into categories based on their properties.	4. Classify two-dimensional figures in a hierarchy based on properties.	5.GM.1b1 - Distinguish plane figures by their properties.	

English Language Arts

Reading: Literature

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Reading Literature: Key Ideas & Details	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5.RL.b1 - Refer to details and examples in a text when explaining what the text says explicitly. 5.RL.b2 - Refer to specific text evidence to support inferences, interpretations, or conclusions.	Recall details in a text.
Reading Literature: Key Ideas & Details	2. Determine the 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.	5.RL.c1 - Summarize a portion of text such as a paragraph or a chapter. 5.RL.c2 - Summarize a text from beginning to end in a few sentences. 5.RL.c3 - Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.	Identify what happens in the beginning of a story.
Reading Literature: Key Ideas & Details	3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the	5.RL.d1 - Compare characters, settings, or events within a story; provide or identify specific details in the text to support the	Identify characters, settings, and events in a story.

	text (e.g., how characters interact).	comparison. 5.RL.d2 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	
Reading Literature: Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See Grade 5 Language standards 4–6 for additional expectations.) (CA)	5.RWL.e1 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	
Reading Literature: Craft and Structure	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	5.RL.e1 - Use signal words (e.g., meanwhile, unlike, next) to identify common types of text structure (e.g., sequence, compare/contrast, cause/effect, description) within a text. 5.RL.e2 - Explain how a series of chapters fits together to provide the overall structure of a particular text.	
Reading Literature: Craft and Structure	6. Describe how a narrator's or speaker's point of view influences how events are described.	5.RL.f2 - Describe how a narrator's or speaker's point of view influences how events are described. 5.RL.f3 - Explain how the description of characters, setting, or events might change if the person	

		telling the story changed. 5.RL.g1 - Interpret the meaning of metaphors and similes to help explain the setting within a text. 5.RL.g2 - Interpret the meaning of metaphors and similes to help determine the mood within a text.	
Reading Literature: Integration of Knowledge & Ideas	7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	5.RL.e3 - Describe how visual and multimedia elements contribute to the meaning or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	
Reading Literature: Integration of Knowledge & Ideas	8. (Not applicable to literature)	(None)	
Reading Literature: Integration of Knowledge & Ideas	9. Compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on their approaches to similar themes and topics.	5.RL.d3 - Compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on their approaches to similar themes and topics.	
Reading Literature: Range of Reading and Level of Text Complexity	10. By the end of the year, independently and proficiently read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text	5.HD.a1 - Read or be read a variety of texts or adapted texts including graphic novels, poetry, fiction, and nonfiction novels.	

	complexity band.	5.RL.a1 - Use a variety of strategies to derive meaning from a variety of texts.	

Reading: Informational Text

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Reading Informational Text: Key Ideas & Details	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5.RI.c2 - Quote accurately from a text when explaining what the text says explicitly. 5.RI.c3 - Quote accurately from a text to support inferences.	
Reading Informational Text: Key Ideas & Details	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	5.RI.c4 - Determine the main idea and identify key details to support the main idea. 5.RI.c5 - Summarize the text or a portion of the text read, read aloud, or presented in diverse media.	Identify the topic of text.
Reading Informational Text: Key Ideas & 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.	5.RI.d1 - Explain or identify the relationship between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text. 5.RI.d2 - 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. 5.RI.d3 - 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 across texts.	
Reading Informational Text: Craft and Structure	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area. (See Grade 5 Language standards 4–6 for additional expectations.) (CA)	5.RWL.a3 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	
Reading Informational Text: Craft and Structure	5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	5.RI.b1 - Use signal words as a means of locating information (e.g., knowing that "because" or "as a result of" may help link a cause to a result). 5.RI.b2 - Use signal words to identify common types of text structure. 5.RI.d5 - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Identify a similarity between two pieces of information from a text. Identify a difference between two pieces of information from a text.
Reading Informational Text: Craft and Structure	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the	5.RI.e1 - Note important similarities and differences in the point of view of multiple accounts of the same	

	point of view they represent.	event or topic.	
Reading Informational Text: Integration of Knowledge and 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.	5.RI.b4 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem. 5.RI.d4 - Refer to multiple print or digital sources as support for inferences (e.g., how did you know?).	
Reading Informational Text: Integration of Knowledge and 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).	5.RI.e2 - Explain how an author uses reasons and evidence to support particular points in a text. 5.RI.e3 - Identify reasons and evidence that support an author's point(s) in a text. 5.RI.g1 - Identify the author's stated thesis, claim, or opinion. 5.RI.g2 - Identify evidence the author uses to support the stated thesis, claim, or opinion.	Identify main or key ideas/points in a text.
Reading Informational Text: Integration of Knowledge and Ideas	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	5.RI.f1 - Identify key details from multiple sources on the same topic (e.g., what are the important things you learned?). 5.RI.f2 - Integrate information on a topic from multiple sources to answer a question or support a focus or opinion.	

Reading Informational Text: Range of Reading & Level of Text Complexity	10. By the end of the year, read and comprehend independently and proficiently informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band.	5.HD.a1 - Read or be read a variety of texts including graphic novels, poetry, fiction, and nonfiction novels. 5.RI.a1 - Use a variety of strategies (e.g., use context, affixes, and roots) to derive meaning from a variety of print/non-print texts.	

Reading: Foundational Skills

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Reading Foundational Skills: Phonics and Word Recognition	3. Know and apply grade-level phonics and word analysis skills in decoding words. A. Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.	5.RWL.b1 - Use morphemes (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.	
Reading Foundational Skills: Fluency	4. Read with sufficient accuracy and fluency to support comprehension. A. Read on-level text with purpose and understanding. B. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on	5.RWL.a1 - Use context to confirm or self-correct word recognition.	

	successive readings. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

Writing

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Writing: Texts Types & Purposes	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.	5.WP.c1 - Write an introduction that states one's own opinion within persuasive text. 5.WP.c2 - Create an organizational structure in which ideas are logically grouped to support the writer's opinion. 5.WP.d1 - Provide relevant facts to support the stated opinion or reasons within persuasive writing. 5.WP.e1 - Link opinions and reasons using words, phrases, and clauses. 5.WP.g1 - Provide a clear concluding statement or section related to the opinion stated.	
Writing: Texts Types & Purposes	2. Write informative or explanatory texts to examine a topic and	5.WI.c1 - Write an introduction that includes context or	

	convey ideas and information clearly. A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a concluding statement or section related to the information or explanation presented.	background information; establish a central idea or focus about a topic. 5.WI.b3 - Organize ideas, concepts, and information using strategies such as definition, classification, comparison/ contrast, and cause/effect. 5.WI.d1 - Support the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. 5.WI.f1 - Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia appropriate to convey information about the topic. 5.WI.e1 - Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing. 5.WI.d2 - Use precise language and domain-specific vocabulary to inform about or explain the topic. 5.WI.g1 - Provide a concluding statement or section to summarize the information presented.	
Writing: Texts Types & Purposes	3. Write narratives to develop real or imagined experiences	5.WL.b1 - Orient the reader by establishing a situation and	

	or events using effective technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.	introducing a narrator and/or characters. 5.WL.c1 - Organize ideas and events so that they unfold naturally. 5.WL.c2 - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. 5.WL.c3 - Use transitional words, phrases, and clauses to manage the sequence of events. 5.WL.d1 - Use concrete words and phrases and sensory details to convey experiences and events precisely. 5.WL.e1 - Write a narrative that includes smaller segments of conflict and resolution in the text that contribute to the plot. 5.WL.g1 - Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated events.	
Writing: Production & Distribution of Writing	4. Produce clear and coherent writing (including multiple paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific	5.WI.h2 - Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader). 5.WL.h1 - Produce a clear, coherent,	

	expectations for writing types are defined in standards 1–3 above.) (CA)	permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience. 5.WP.h1 - Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose, and audience.	
Writing: 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade five.)	5.WP.b1 - With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion). 5.WL.a1 - With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story). 5.WI.b1 - With guidance and support from peers and adults, develop a plan for writing. (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion). 5.WL.h2 - With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).	

		5.WI.h1 - With guidance and support from peers and adults, strengthen writing by revising and editing. 5.WP.h2 - With guidance and support from peers and adults, strengthen writing by revising and editing.	
Writing: 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.	5.WA2 - Use technology to produce and publish writing (e.g., use the internet to gather information; use word processing to generate and collaborate on writing). 5.WA1 - Develop keyboarding skills.	
Writing: Research to Build & Present Knowledge	7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	5.WI.b4 - Follow steps to complete a short research project (e.g., determining topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).	
Writing: Research to Build & 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.	5.WP.b2 - Gather relevant information (e.g., highlight in text, quote, or paraphrase from text or discussion) from print and/or digital sources. 5.WL.a2 - Gather relevant information (e.g., highlight in text, quote or paraphrase from text) to the topic or text from print and/or digital sources**.**	

		5.WI.a1 - Gather information (e.g., highlight, quote, or paraphrase from source) relevant to the topic from print and/or digital sources. 5.WP.b3 - Provide a list of sources that contributed to the content within a writing piece. 5.WI.a2 - Provide a list of sources that contributed to the content within a writing piece.	
Writing: Research to Build & Present Knowledge	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply Grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text"). B. Apply Grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points").	5.WP.a1 - Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).	
Writing: Range of Writing	10. Write routinely over extended time frames	(None)	

	(time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		

Speaking & Listening

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Speaking & Listening: Comprehension & Collaboration	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments	5.HD.e1 - Make appropriate comments that contribute to a collaborative discussion. 5.HD.e2 - Review the key ideas expressed within a collaborative discussion.	

	that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.		
Speaking & Listening: Comprehension & Collaboration	2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	5.RL.f1 - Determine the narrative point of view of a text read, read aloud, or viewed. 5.RI.c5 - Summarize the text or a portion of the text read, read aloud, or presented in diverse media.	
Speaking & Listening: Comprehension & Collaboration	3. Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies. (CA)	5.RI.g3 - Identify a speaker's points or claims. 5.RI.c6 - Summarize the points a speaker makes. 5.RI.g4 - Identify reasons and evidence that a speaker provides to support points or claims. 5.WP.a2 - Explain how at least one claim in a discussion is supported by reasons and evidence.	
Speaking & Listening: 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	5.WA.3 - Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant and descriptive details 5.WP.e2 - Elaborate on each fact or opinion	

	pace. A. Plan and deliver an opinion speech that states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. (CA) B. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. (CA)	given in support of a claim with relevant details.	
Speaking & Listening: 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.	5.WA.4 - Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of the topic. 5.WA.5 - Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.	
Speaking & Listening: Presentation of Knowledge & Ideas	6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See Grade 5 Language standards 1 and 3 for	(None)	

	specific expectations.)		

Language

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Language: Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. C. Use verb tense to convey various times, sequences, states, and conditions. D. Recognize and correct inappropriate shifts in verb tense. E. Use correlative conjunctions (e.g., either/ or, neither/nor).	5.WA.7 - Use appropriate verb tense to convey times, sequence, state, and condition. 5.WA.6 - Recognize and correct inappropriate shifts in verb tense. 5.WA.8 - Identify and use conjunctions, prepositions, and interjections in writing.	
Language: Conventions of Standard English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	5.WA.9 - Use punctuation to separate items in a series. 5.WA.10 - Use commas accurately in writing.	

	A. Use punctuation to separate items in a series. B. Use a comma to separate an introductory element from the rest of the sentence. C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). D. Use underlining, quotation marks, or italics to indicate titles of works. E. Spell grade-appropriate words correctly, consulting references as needed.	5.WA.11 - Spell words correctly in writing, consulting references as needed.	
Language: Knowledge of Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Expand, combine, and reduce sentences for meaning, reader or listener interest, and style. B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	5.WA.12 - Expand, combine, and reduce sentences for meaning, reader interest, and style within writing.	

Language: 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. A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. (CA)	5.RWL.a2 - Use context to determine the meaning of unknown or multiple-meaning words or phrases. 5.RWL.b2 - Use common grade-appropriate roots and affixes as clues to the meaning of a word. 5.RWL.d1 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word. 5.RWL.d2 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the meaning of a word.	Identify multiple-meaning words.
Language: Vocabulary Acquisition and Use	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figurative language, including similes and metaphors, in context.	5.RWL.e1 - Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes. 5.WL.f1 - Use figurative language in context, including similes and metaphors.	

	B. Recognize and explain the meaning of common idioms, adages, and proverbs. C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	5.RWL.e2 - Identify the meaning of common idioms or proverbs. 5.WA13 - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words. 6.RL.g1 - Interpret personification to help explain the characters within a text. 6.RL.g2 - Interpret the use of personification within a text.	
Language: Vocabulary Acquisition and Use	6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	5.RWL.c1 - Use general academic and domain-specific words and phrases accurately. 5.WA14 - Use grade-appropriate general academic and domain-specific words and phrases accurately within informational writing.	