

CcByGrade3

Code	Standard Level	By Grade	Description
Cc_Math	Content Area		
	Standard		Geometry
	Strand		Draw And Identify Lines And Angles, And Classify Shapes By Properties Of Their Lines And Angles.
Cc_Math 4.G.1	Content Statement	4	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
Cc_Math 4.G.2	Content Statement	4	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.
Cc_Math 4.G.3	Content Statement	4	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
	Strand		Reason With Shapes And Their Attributes.
Cc_Math 2.G.1	Content Statement	2	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
Cc_Math 2.G.2	Content Statement	2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
Cc_Math 2.G.3	Content Statement	2	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. Recognize that equal shares of identical wholes need not have the same shape.
Cc_Math 3.G.1	Content Statement	3	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.
Cc_Math 3.G.2	Content Statement	3	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.
	Standard		Measurement And Data
	Strand		Geometric Measurement: Recognize Perimeter As An Attribute Of Plane Figures And Distinguish Between Linear And Area Measures.
Cc_Math 3.MD.8	Content Statement	3	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.
	Strand		Geometric Measurement: Understand Concepts Of Angle And Measure Angles.
Cc_Math 4.MD.5	Content Statement	4	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
Cc_Math 4.MD.5a	Content Statement	4	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 circle is called a “one-degree angle,” and can be used to measure angles.
Cc_Math 4.MD.5b	Content Statement	4	An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
Cc_Math 4.MD.6	Content Statement	4	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

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Cc_Math 4.MD.7	Content Statement	4	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.
	Strand		Geometric Measurement: Understand Concepts Of Area And Relate Area To Multiplication And To Addition.
Cc_Math 3.MD.5	Content Statement	3	Recognize area as an attribute of plane figures and understand concepts of area measurement.
Cc_Math 3.MD.5a	Content Statement	3	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.
Cc_Math 3.MD.5b	Content Statement	3	A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
Cc_Math 3.MD.6	Content Statement	3	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
Cc_Math 3.MD.7	Content Statement	3	Relate area to the operations of multiplication and addition.
Cc_Math 3.MD.7a	Content Statement	3	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.
Cc_Math 3.MD.7b	Content Statement	3	Multiply side lengths to find areas of rectangles with whole- number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
Cc_Math 3.MD.7c	Content Statement	3	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 $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
Cc_Math 3.MD.7d	Content Statement	3	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.
	Strand		Measure And Estimate Lengths In Standard Units.
Cc_Math 2.MD.1	Content Statement	2	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
Cc_Math 2.MD.2	Content Statement	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.
Cc_Math 2.MD.3	Content Statement	2	Estimate lengths using units of inches, feet, centimeters, and meters.
Cc_Math 2.MD.4	Content Statement	2	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
	Strand		Relate Addition And Subtraction To Length.
Cc_Math 2.MD.5	Content Statement	2	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.
Cc_Math 2.MD.6	Content Statement	2	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
	Strand		Represent And Interpret Data.
Cc_Math 2.MD.9	Content Statement	2	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.
Cc_Math 2.MD.10	Content Statement	2	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 ⁴ using information presented in a bar graph.

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Cc_Math 3.MD.3	Content Statement	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.
Cc_Math 3.MD.4	Content Statement	3	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.
Cc_Math 4.MD.4	Content Statement	4	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). 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.
	Strand		Solve Problems Involving Measurement And Conversion Of Measurements From A Larger Unit To A Smaller Unit.
Cc_Math 4.MD.1	Content Statement	4	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), ...
Cc_Math 4.MD.2	Content Statement	4	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.
Cc_Math 4.MD.3	Content Statement	4	Apply the area and perimeter formulas for rectangles in real world and mathematical 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.
	Strand		Solve Problems Involving Measurement And Estimation Of Intervals Of Time, Liquid Volumes, And Masses Of Objects.
Cc_Math 3.MD.1	Content Statement	3	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.
Cc_Math 3.MD.2	Content Statement	3	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). ⁶ 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 drawings (such as a beaker with a measurement scale) to represent the problem. ⁷
	Strand		Work With Time And Money.
Cc_Math 2.MD.7	Content Statement	2	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
Cc_Math 2.MD.8	Content Statement	2	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
	Standard		Number And Operations In Base Ten
	Strand		Generalize Place Value Understanding For Multi-Digit Whole Numbers.
Cc_Math 4.NBT.1	Content Statement	4	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 $700 \div 70 = 10$ by applying concepts of place value and division.
Cc_Math 4.NBT.2	Content Statement	4	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.
Cc_Math 4.NBT.3	Content Statement	4	Use place value understanding to round multi-digit whole numbers to any place.
	Strand		Understand Place Value.

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Cc_Math 2.NBT.1b	Content Statement	2	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
Cc_Math 2.NBT.1a	Content Statement	2	100 can be thought of as a bundle of ten tens — called a “hundred.”
Cc_Math 2.NBT.1	Content Statement	2	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:
Cc_Math 2.NBT.2	Content Statement	2	Count within 1000; skip-count by 5s, 10s, and 100s.
Cc_Math 2.NBT.3	Content Statement	2	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
Cc_Math 2.NBT.4	Content Statement	2	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
	Strand		Use Place Value Understanding And Properties Of Operations To Add And Subtract.
Cc_Math 2.NBT.5	Content Statement	2	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
Cc_Math 2.NBT.6	Content Statement	2	Add up to four two-digit numbers using strategies based on place value and properties of operations.
Cc_Math 2.NBT.7	Content Statement	2	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three- digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
Cc_Math 2.NBT.8	Content Statement	2	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
Cc_Math 2.NBT.9	Content Statement	2	Explain why addition and subtraction strategies work, using place value and the properties of operations. ³
	Strand		Use Place Value Understanding And Properties Of Operations To Perform Multi-Digit Arithmetic.
Cc_Math 4.NBT.4	Content Statement	4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
Cc_Math 4.NBT.5	Content Statement	4	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Cc_Math 4.NBT.6	Content Statement	4	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.
	Strand		Use Place Value Understanding And Properties Of Operations To Perform Multi-Digit Arithmetic. ⁴
Cc_Math 3.NBT.1	Content Statement	3	Use place value understanding to round whole numbers to the nearest 10 or 100.
Cc_Math 3.NBT.2	Content Statement	3	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
Cc_Math 3.NBT.3	Content Statement	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.
	Standard		Number And Operations—Fractions ⁵
	Strand		Build Fractions From Unit Fractions By Applying And Extending Previous Understandings Of Operations On Whole Numbers.
Cc_Math 4.NF.3	Content Statement	4	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. a.

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Cc_Math 4.NF.3a	Content Statement	4	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
Cc_Math 4.NF.3b	Content Statement	4	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. Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$.
Cc_Math 4.NF.3c	Content Statement	4	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.
Cc_Math 4.NF.3d	Content Statement	4	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.
Cc_Math 4.NF.4	Content Statement	4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
Cc_Math 4.NF.4a	Content Statement	4	Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. For example, use a visual fraction model to represent $\frac{5}{4}$ as the product $5 \times (\frac{1}{4})$, recording the conclusion by the equation $\frac{5}{4} = 5 \times (\frac{1}{4})$.
Cc_Math 4.NF.4b	Content Statement	4	Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (\frac{2}{5})$ as $6 \times (\frac{1}{5})$, recognizing this product as $\frac{6}{5}$. (In general, $n \times (\frac{a}{b}) = (\frac{n \times a}{b})$.)
Cc_Math 4.NF.4c	Content Statement	4	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 $\frac{3}{8}$ 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?
Strand		Develop Understanding Of Fractions As Numbers.	
Cc_Math 3.NF.1	Content Statement	3	Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.
Cc_Math 3.NF.2a	Content Statement	3	Represent a fraction $\frac{1}{b}$ 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 $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line.
Cc_Math 3.NF.2	Content Statement	3	Understand a fraction as a number on the number line; represent fractions on a number line diagram.
Cc_Math 3.NF.2b	Content Statement	3	Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.
Cc_Math 3.NF.3	Content Statement	3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
Cc_Math 3.NF.3a	Content Statement	3	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
Cc_Math 3.NF.3b	Content Statement	3	Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
Cc_Math 3.NF.3c	Content Statement	3	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram.
Cc_Math 3.NF.3d	Content Statement	3	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 a visual fraction model.
Strand		Extend Understanding Of Fraction Equivalence And Ordering.	
Cc_Math 4.NF.1	Content Statement	4	Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $(\frac{n \times a}{n \times b})$ 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. Use this principle to recognize and generate equivalent fractions.

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Cc_Math 4.NF.2	Content Statement	4	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 $\frac{1}{2}$. 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.
	Strand		Understand Decimal Notation For Fractions, And Compare Decimal Fractions.
Cc_Math 4.NF.5	Content Statement	4	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 100.4 For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.
Cc_Math 4.NF.6	Content Statement	4	Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.
Cc_Math 4.NF.7	Content Statement	4	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 a visual model.
	Standard		Operations And Algebraic Thinking
	Strand		Add And Subtract Within 20.
Cc_Math 2.OA.2	Content Statement	2	Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.
	Strand		Gain Familiarity With Factors And Multiples.
Cc_Math 4.OA.4	Content Statement	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.
	Strand		Generate And Analyze Patterns.
Cc_Math 4.OA.5	Content Statement	4	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.
	Strand		Multiply And Divide Within 100.
Cc_Math 3.OA.7	Content Statement	3	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
	Strand		Represent And Solve Problems Involving Addition And Subtraction.
Cc_Math 2.OA.1	Content Statement	2	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.1
	Strand		Represent And Solve Problems Involving Multiplication And Division.
Cc_Math 3.OA.1	Content Statement	3	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 .
Cc_Math 3.OA.2	Content Statement	3	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ 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 a number of groups can be expressed as $56 \div 8$.
Cc_Math 3.OA.3	Content Statement	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.1

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Cc_Math 3.OA.4	Content Statement	3	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 $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$.
	Strand		Solve Problems Involving The Four Operations, And Identify And Explain Patterns In Arithmetic.
Cc_Math 3.OA.8	Content Statement	3	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
Cc_Math 3.OA.9	Content Statement	3	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.
	Strand		Understand Properties Of Multiplication And The Relationship Between Multiplication And Division.
Cc_Math 3.OA.5	Content Statement	3	Apply properties of operations as strategies to multiply and divide. ² Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)
Cc_Math 3.OA.6	Content Statement	3	Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.
	Strand		Use The Four Operations With Whole Numbers To Solve Problems.
Cc_Math 4.OA.1	Content Statement	4	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ 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 equations.
Cc_Math 4.OA.2	Content Statement	4	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. ¹
Cc_Math 4.OA.3	Content Statement	4	Solve multistep 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.
	Strand		Work With Equal Groups Of Objects To Gain Foundations For Multiplication.
Cc_Math 2.OA.3	Content Statement	2	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 2s; write an equation to express an even number as a sum of two equal addends.
Cc_Math 2.OA.4	Content Statement	2	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
Cc_Reading	Content Area		
	Standard		Language
	Strand		Conventions of Standard English
Cc_Reading 2.L.1	Content Statement	2	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Cc_Reading 2.L.1a	Content Statement	2	Use collective nouns (e.g., group).
Cc_Reading 2.L.1b	Content Statement	2	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
Cc_Reading 2.L.1c	Content Statement	2	Use reflexive pronouns (e.g., myself, ourselves).
Cc_Reading 2.L.1d	Content Statement	2	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

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Cc_Reading 2.L.1e	Content Statement	2	Use adjectives and adverbs, and choose between them depending on what is to be modified.
Cc_Reading 2.L.1f	Content Statement	2	Produce, expand, and 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).
Cc_Reading 2.L.2	Content Statement	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Cc_Reading 2.L.2a	Content Statement	2	Capitalize holidays, product names, and geographic names.
Cc_Reading 2.L.2b	Content Statement	2	Use commas in greetings and closings of letters.
Cc_Reading 2.L.2c	Content Statement	2	Use an apostrophe to form contractions and frequently occurring possessives.
Cc_Reading 2.L.2d	Content Statement	2	Generalize learned spelling patterns when writing words (e.g., cage _ badge; boy _ boil).
Cc_Reading 2.L.2e	Content Statement	2	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Cc_Reading 3.L.1	Content Statement	3	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Cc_Reading 3.L.1a	Content Statement	3	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
Cc_Reading 3.L.1b	Content Statement	3	Form and use regular and irregular plural nouns.
Cc_Reading 3.L.1c	Content Statement	3	Use abstract nouns (e.g., childhood).
Cc_Reading 3.L.1d	Content Statement	3	Form and use regular and irregular verbs.
Cc_Reading 3.L.1e	Content Statement	3	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
Cc_Reading 3.L.1f	Content Statement	3	Ensure subject-verb and pronoun-antecedent agreement.*
Cc_Reading 3.L.1g	Content Statement	3	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
Cc_Reading 3.L.1h	Content Statement	3	Use coordinating and subordinating conjunctions.
Cc_Reading 3.L.1i	Content Statement	3	Produce simple, compound, and complex sentences.
Cc_Reading 3.L.2	Content Statement	3	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Cc_Reading 3.L.2a	Content Statement	3	Capitalize appropriate words in titles.
Cc_Reading 3.L.2b	Content Statement	3	Use commas in addresses.
Cc_Reading 3.L.2c	Content Statement	3	Use commas and quotation marks in dialogue.
Cc_Reading 3.L.2d	Content Statement	3	Form and use possessives.
Cc_Reading 3.L.2e	Content Statement	3	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
Cc_Reading 3.L.2f	Content Statement	3	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
Cc_Reading 3.L.2g	Content Statement	3	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Cc_Reading 4.L.1	Content Statement	4	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Code	Standard Level	By Grade	Description
Cc_Reading 4.L.1a	Content Statement	4	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
Cc_Reading 4.L.1b	Content Statement	4	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
Cc_Reading 4.L.1c	Content Statement	4	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
Cc_Reading 4.L.1d	Content Statement	4	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
Cc_Reading 4.L.1e	Content Statement	4	Form and use prepositional phrases.
Cc_Reading 4.L.1f	Content Statement	4	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
Cc_Reading 4.L.1g	Content Statement	4	Correctly use frequently confused words (e.g., to, too, two; there, their).*
Cc_Reading 4.L.2	Content Statement	4	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Cc_Reading 4.L.2a	Content Statement	4	Use correct capitalization.
Cc_Reading 4.L.2b	Content Statement	4	Use commas and quotation marks to mark direct speech and quotations from a text.
Cc_Reading 4.L.2c	Content Statement	4	Use a comma before a coordinating conjunction in a compound sentence.
Cc_Reading 4.L.2d	Content Statement	4	Spell grade-appropriate words correctly, consulting references as needed.
	Strand		Knowledge of Language
Cc_Reading 2.L.3	Content Statement	2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Cc_Reading 2.L.3a	Content Statement	2	Compare formal and informal uses of English.
Cc_Reading 3.L.3	Content Statement	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Cc_Reading 3.L.3a	Content Statement	3	Choose words and phrases for effect.*
Cc_Reading 3.L.3b	Content Statement	3	Recognize and observe differences between the conventions of spoken and written standard English.
Cc_Reading 4.L.3	Content Statement	4	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Cc_Reading 4.L.3a	Content Statement	4	Choose words and phrases to convey ideas precisely.*
Cc_Reading 4.L.3b	Content Statement	4	Choose punctuation for effect.*
Cc_Reading 4.L.3c	Content Statement	4	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
	Strand		Vocabulary Acquisition and Use
Cc_Reading 2.L.4	Content Statement	2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
Cc_Reading 2.L.4a	Content Statement	2	Use sentence-level context as a clue to the meaning of a word or phrase.
Cc_Reading 2.L.4b	Content Statement	2	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
Cc_Reading 2.L.4c	Content Statement	2	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
Cc_Reading 2.L.4d	Content Statement	2	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

Code	Standard Level	By Grade	Description
Cc_Reading 2.L.4e	Content Statement	2	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
Cc_Reading 2.L.5	Content Statement	2	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
Cc_Reading 2.L.5a	Content Statement	2	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
Cc_Reading 2.L.5b	Content Statement	2	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
Cc_Reading 2.L.6	Content Statement	2	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
Cc_Reading 3.L.4	Content Statement	3	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
Cc_Reading 3.L.4a	Content Statement	3	Use sentence-level context as a clue to the meaning of a word or phrase.
Cc_Reading 3.L.4b	Content Statement	3	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
Cc_Reading 3.L.4c	Content Statement	3	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
Cc_Reading 3.L.4d	Content Statement	3	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
Cc_Reading 3.L.5	Content Statement	3	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
Cc_Reading 3.L.5a	Content Statement	3	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
Cc_Reading 3.L.5b	Content Statement	3	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
Cc_Reading 3.L.5c	Content Statement	3	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
Cc_Reading 3.L.6	Content Statement	3	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).
Cc_Reading 4.L.4	Content Statement	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
Cc_Reading 4.L.4a	Content Statement	4	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
Cc_Reading 4.L.4b	Content Statement	4	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
Cc_Reading 4.L.4c	Content Statement	4	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.
Cc_Reading 4.L.5	Content Statement	4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Cc_Reading 4.L.5a	Content Statement	4	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
Cc_Reading 4.L.5b	Content Statement	4	Recognize and explain the meaning of common idioms, adages, and proverbs.
Cc_Reading 4.L.5c	Content Statement	4	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Code	Standard Level	By Grade	Description
Cc_Reading 4.L.6	Content Statement	4	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).
	Standard		Reading Foundational Skills
	Strand		Fluency
Cc_Reading 2.RF.4	Content Statement	2	Read with sufficient accuracy and fluency to support comprehension.
Cc_Reading 2.RF.4c	Content Statement	2	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Cc_Reading 2.RF.4b	Content Statement	2	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Cc_Reading 2.RF.4a	Content Statement	2	Read on-level text with purpose and understanding.
Cc_Reading 3.RF.4	Content Statement	3	Read with sufficient accuracy and fluency to support comprehension.
Cc_Reading 3.RF.4c	Content Statement	3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Cc_Reading 3.RF.4b	Content Statement	3	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
Cc_Reading 3.RF.4a	Content Statement	3	Read on-level text with purpose and understanding.
Cc_Reading 4.RF.4	Content Statement	4	Read with sufficient accuracy and fluency to support comprehension.
Cc_Reading 4.RF.4a	Content Statement	4	Read on-level text with purpose and understanding.
Cc_Reading 4.RF.4b	Content Statement	4	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
Cc_Reading 4.RF.4c	Content Statement	4	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Strand		Phonics and Word recognition
Cc_Reading 2.RF.3	Content Statement	2	Know and apply grade-level phonics and word analysis skills in decoding words.
Cc_Reading 2.RF.3f	Content Statement	2	Recognize and read grade-appropriate irregularly spelled words.
Cc_Reading 2.RF.3b	Content Statement	2	Know spelling-sound correspondences for additional common vowel teams.
Cc_Reading 2.RF.3c	Content Statement	2	Decode regularly spelled two-syllable words with long vowels.
Cc_Reading 2.RF.3d	Content Statement	2	Decode words with common prefixes and suffixes.
Cc_Reading 2.RF.3e	Content Statement	2	Identify words with inconsistent but common spelling-sound correspondences.
Cc_Reading 2.RF.3a	Content Statement	2	Distinguish long and short vowels when reading regularly spelled one-syllable words.
Cc_Reading 3.RF.3	Content Statement	3	Know and apply grade-level phonics and word analysis skills in decoding words.
Cc_Reading 3.RF.3a	Content Statement	3	Identify and know the meaning of the most common prefixes and derivational suffixes.
Cc_Reading 3.RF.3b	Content Statement	3	Decode words with common Latin suffixes.
Cc_Reading 3.RF.3c	Content Statement	3	Decode multisyllable words.
Cc_Reading 3.RF.3d	Content Statement	3	Read grade-appropriate irregularly spelled words.
Cc_Reading 4.RF.3	Content Statement	4	Know and apply grade-level phonics and word analysis skills in decoding words.

Code	Standard Level	By Grade	Description
Cc_Reading 4.RF.3a	Content Statement	4	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
	Standard		Reading Informational
	Strand		Craft and Structure
Cc_Reading 2.RI.4	Content Statement	2	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
Cc_Reading 2.RI.5	Content Statement	2	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
Cc_Reading 2.RI.6	Content Statement	2	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Cc_Reading 3.RI.4	Content Statement	3	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
Cc_Reading 3.RI.5	Content Statement	3	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
Cc_Reading 3.RI.6	Content Statement	3	Distinguish their own point of view from that of the author of a text.
Cc_Reading 4.RI.4	Content Statement	4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
Cc_Reading 4.RI.5	Content Statement	4	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.
Cc_Reading 4.RI.6	Content Statement	4	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
	Strand		Integration of Knowledge and Ideas
Cc_Reading 2.RI.7	Content Statement	2	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
Cc_Reading 2.RI.8	Content Statement	2	Describe how reasons support specific points the author makes in a text.
Cc_Reading 2.RI.9	Content Statement	2	Compare and contrast the most important points presented by two texts on the same topic.
Cc_Reading 3.RI.7	Content Statement	3	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).
Cc_Reading 3.RI.8	Content Statement	3	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
Cc_Reading 3.RI.9	Content Statement	3	Compare and contrast the most important points and key details presented in two texts on the same topic.
Cc_Reading 4.RI.7	Content Statement	4	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
Cc_Reading 4.RI.8	Content Statement	4	Explain how an author uses reasons and evidence to support particular points in a text.
Cc_Reading 4.RI.9	Content Statement	4	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
	Strand		Key Ideas and Details
Cc_Reading 2.RI.1	Content Statement	2	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Cc_Reading 2.RI.2	Content Statement	2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
Cc_Reading 2.RI.3	Content Statement	2	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Cc_Reading 3.RI.1	Content Statement	3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Code	Standard Level	By Grade	Description
Cc_Reading 3.RI.2	Content Statement	3	Determine the main idea of a text; recount the key details and explain how they support the main idea.
Cc_Reading 3.RI.3	Content Statement	3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Cc_Reading 4.RI.1	Content Statement	4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Cc_Reading 4.RI.2	Content Statement	4	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Cc_Reading 4.RI.3	Content Statement	4	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.
	Strand		Range of Reading and Level of Text Complexity
Cc_Reading 2.RI.10	Content Statement	2	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Cc_Reading 3.RI.10	Content Statement	3	By the end of the year, 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 independently and proficiently.
Cc_Reading 4.RI.10	Content Statement	4	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	Standard		Reading Literature
	Strand		Craft and Structure
Cc_Reading 2.RL.4	Content Statement	2	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Cc_Reading 2.RL.5	Content Statement	2	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
Cc_Reading 2.RL.6	Content Statement	2	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Cc_Reading 3.RL.4	Content Statement	3	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
Cc_Reading 3.RL.5	Content Statement	3	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.
Cc_Reading 3.RL.6	Content Statement	3	Distinguish their own point of view from that of the narrator or those of the characters.
Cc_Reading 4.RL.4	Content Statement	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).
Cc_Reading 4.RL.5	Content Statement	4	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
Cc_Reading 4.RL.6	Content Statement	4	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
	Strand		Integration of Knowledge and Ideas
Cc_Reading 2.RL.7	Content Statement	2	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Cc_Reading 2.RL.8	Content Statement	2	(Not applicable to literature)
Cc_Reading 2.RL.9	Content Statement	2	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Code	Standard Level	By Grade	Description
Cc_Reading 3.RL.7	Content Statement	3	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).
Cc_Reading 3.RL.8	Content Statement	3	(Not applicable to literature)
Cc_Reading 3.RL.9	Content Statement	3	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).
Cc_Reading 4.RL.7	Content Statement	4	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.
Cc_Reading 4.RL.8	Content Statement	4	(Not applicable to literature)
Cc_Reading 4.RL.9	Content Statement	4	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.
	Strand		Key Ideas and Details
Cc_Reading 2.RL.1	Content Statement	2	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Cc_Reading 2.RL.2	Content Statement	2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
Cc_Reading 2.RL.3	Content Statement	2	Describe how characters in a story respond to major events and challenges.
Cc_Reading 3.RL.1	Content Statement	3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Cc_Reading 3.RL.2	Content Statement	3	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.
Cc_Reading 3.RL.3	Content Statement	3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Cc_Reading 4.RL.1	Content Statement	4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Cc_Reading 4.RL.2	Content Statement	4	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Cc_Reading 4.RL.3	Content Statement	4	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).
	Strand		Range of Reading and Complexity of Text
Cc_Reading 3.RL.10	Content Statement	3	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
Cc_Reading 4.RL.10	Content Statement	4	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	Strand		Range of Reading and Level of Text Complexity
Cc_Reading 2.RL.10	Content Statement	2	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	Standard		Speaking & Listening
	Strand		Comprehension and Collaboration
Cc_Reading 2.SL.1	Content Statement	2	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
Cc_Reading 2.SL.1a	Content Statement	2	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).
Cc_Reading 2.SL.1b	Content Statement	2	Build on others' talk in conversations by linking their comments to the remarks of others.
Cc_Reading 2.SL.1c	Content Statement	2	Ask for clarification and further explanation as needed about the topics and texts under discussion.

Code	Standard Level	By Grade	Description
Cc_Reading 2.SL.2	Content Statement	2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Cc_Reading 2.SL.3	Content Statement	2	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.
Cc_Reading 3.SL.1	Content Statement	3	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
Cc_Reading 3.SL.1a	Content Statement	3	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.
Cc_Reading 3.SL.1b	Content Statement	3	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).
Cc_Reading 3.SL.1c	Content Statement	3	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
Cc_Reading 3.SL.1d	Content Statement	3	Explain their own ideas and understanding in light of the discussion.
Cc_Reading 3.SL.2	Content Statement	3	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.
Cc_Reading 3.SL.3	Content Statement	3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Cc_Reading 4.SL.1	Content Statement	4	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
Cc_Reading 4.SL.1a	Content Statement	4	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.
Cc_Reading 4.SL.1b	Content Statement	4	Follow agreed-upon rules for discussions and carry out assigned roles.
Cc_Reading 4.SL.1c	Content Statement	4	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.
Cc_Reading 4.SL.1d	Content Statement	4	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
Cc_Reading 4.SL.2	Content Statement	4	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Cc_Reading 4.SL.3	Content Statement	4	Identify the reasons and evidence a speaker provides to support particular points.
	Strand		Presentation of Knowledge and Ideas
Cc_Reading 2.SL.4	Content Statement	2	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Cc_Reading 2.SL.5	Content Statement	2	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
Cc_Reading 2.SL.6	Content Statement	2	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Cc_Reading 3.SL.4	Content Statement	3	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.
Cc_Reading 3.SL.5	Content Statement	3	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
Cc_Reading 3.SL.6	Content Statement	3	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Cc_Reading 4.SL.4	Content Statement	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.

Code	Standard Level	By Grade	Description
Cc_Reading 4.SL.5	Content Statement	4	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
Cc_Reading 4.SL.6	Content Statement	4	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.
	Standard		Writing
	Strand		Production and Distribution of Writing
Cc_Reading 2.W.4	Content Statement	2	(Begins in grade 3)
Cc_Reading 2.W.5	Content Statement	2	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
Cc_Reading 2.W.6	Content Statement	2	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Cc_Reading 3.W.4	Content Statement	3	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.)
Cc_Reading 3.W.5	Content Statement	3	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Cc_Reading 3.W.6	Content Statement	3	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
Cc_Reading 4.W.4	Content Statement	4	Produce clear and coherent writing 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.)
Cc_Reading 4.W.5	Content Statement	4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Cc_Reading 4.W.6	Content Statement	4	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.
	Strand		Range of Writing
Cc_Reading 2.W.10	Content Statement	2	(Begins in grade 3)
Cc_Reading 3.W.10	Content Statement	3	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.
Cc_Reading 4.W.10	Content Statement	4	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.
	Strand		Research to Build and Present Knowledge
Cc_Reading 2.W.7	Content Statement	2	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
Cc_Reading 2.W.8	Content Statement	2	Recall information from experiences or gather information from provided sources to answer a question.
Cc_Reading 2.W.9	Content Statement	2	(Begins in grade 4)
Cc_Reading 3.W.7	Content Statement	3	Conduct short research projects that build knowledge about a topic.
Cc_Reading 3.W.8	Content Statement	3	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Cc_Reading 3.W.9	Content Statement	3	(Begins in grade 4)
Cc_Reading 4.W.7	Content Statement	4	Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Code	Standard Level	By Grade	Description
Cc_Reading 4.W.8	Content Statement	4	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
Cc_Reading 4.W.9	Content Statement	4	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Cc_Reading 4.W.9a	Content Statement	4	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].”).
Cc_Reading 4.W.9b	Content Statement	4	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”).
Strand		Text Types and Purposes	
Cc_Reading 2.W.1	Content Statement	2	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.
Cc_Reading 2.W.2	Content Statement	2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Cc_Reading 2.W.3	Content Statement	2	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.
Cc_Reading 3.W.1	Content Statement	3	Write opinion pieces on topics or texts, supporting a point of view with reasons.
Cc_Reading 3.W.1a	Content Statement	3	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
Cc_Reading 3.W.1b	Content Statement	3	Provide reasons that support the opinion.
Cc_Reading 3.W.1c	Content Statement	3	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
Cc_Reading 3.W.1d	Content Statement	3	Provide a concluding statement or section.
Cc_Reading 3.W.2	Content Statement	3	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Cc_Reading 3.W.2a	Content Statement	3	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
Cc_Reading 3.W.2b	Content Statement	3	Develop the topic with facts, definitions, and details.
Cc_Reading 3.W.2c	Content Statement	3	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
Cc_Reading 3.W.2d	Content Statement	3	Provide a concluding statement or section.
Cc_Reading 3.W.3	Content Statement	3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Cc_Reading 3.W.3a	Content Statement	3	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
Cc_Reading 3.W.3b	Content Statement	3	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
Cc_Reading 3.W.3c	Content Statement	3	Use temporal words and phrases to signal event order.
Cc_Reading 3.W.3d	Content Statement	3	Provide a sense of closure.
Cc_Reading 4.W.1	Content Statement	4	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Cc_Reading 4.W.1a	Content Statement	4	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.

Code	Standard Level	By Grade	Description
Cc_Reading 4.W.1b	Content Statement	4	Provide reasons that are supported by facts and details.
Cc_Reading 4.W.1c	Content Statement	4	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
Cc_Reading 4.W.1d	Content Statement	4	Provide a concluding statement or section related to the opinion presented.
Cc_Reading 4.W.2	Content Statement	4	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Cc_Reading 4.W.2a	Content Statement	4	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
Cc_Reading 4.W.2b	Content Statement	4	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
Cc_Reading 4.W.2c	Content Statement	4	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
Cc_Reading 4.W.2d	Content Statement	4	d.Use precise language and domain-specific vocabulary to inform about or explain the topic.
Cc_Reading 4.W.2e	Content Statement	4	Provide a concluding statement or section related to the information or explanation presented.
Cc_Reading 4.W.3	Content Statement	4	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Cc_Reading 4.W.3a	Content Statement	4	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
Cc_Reading 4.W.3b	Content Statement	4	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
Cc_Reading 4.W.3c	Content Statement	4	Use a variety of transitional words and phrases to manage the sequence of events.
Cc_Reading 4.W.3d	Content Statement	4	Use concrete words and phrases and sensory details to convey experiences and events precisely.
Cc_Reading 4.W.3e	Content Statement	4	Provide a conclusion that follows from the narrated experiences or events.
NjS21clc	Content Area		21st-Century Life and Careers
	Standard		21st-Century Life & Career Skills
	Strand		Critical Thinking and Problem Solving
	Content Statement		The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
NjS21clc 9.1.4.A.1	Cumulative Progress Indicator	4	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
NjS21clc 9.1.4.A.2	Cumulative Progress Indicator	4	Evaluate available resources that can assist in solving problems
NjS21clc 9.1.4.A.3	Cumulative Progress Indicator	4	Determine when the use of technology is appropriate to solve problems.
NjS21clc 9.1.4.A.4	Cumulative Progress Indicator	4	Use data accessed on the Web to inform solutions to problems and the decision-making process.
NjS21clc 9.1.4.A.5	Cumulative Progress Indicator	4	Apply critical thinking and problem-solving skills in classroom and family settings.
	Strand		Creativity and Innovation
	Content Statement		Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
NjS21clc 9.1.4.B.1	Cumulative Progress Indicator	4	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

Code	Standard Level	By Grade	Description
	Strand		Collaboration, Teamwork, and Leadership
	Content Statement		Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
NjS21clc 9.1.4.C.1	Cumulative Progress Indicator	4	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
	Strand		Cross-Cultural Understanding and Interpersonal Communication
	Content Statement		Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
NjS21clc 9.1.4.D.1	Cumulative Progress Indicator	4	Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
NjS21clc 9.1.4.D.2	Cumulative Progress Indicator	4	Express needs, wants, and feelings appropriately in various situations.
NjS21clc 9.1.4.D.3	Cumulative Progress Indicator	4	Demonstrate an awareness of ones own culture and other cultures during interactions within and outside of the classroom.
	Strand		Communication and Media Fluency
	Content Statement		Digital media are 21st-century tools used for local and global communication.
NjS21clc 9.1.4.E.1	Cumulative Progress Indicator	4	Explain how digital media are used in daily life in a variety of settings.
NjS21clc 9.1.4.E.2	Cumulative Progress Indicator	4	Demonstrate effective communication using digital media during classroom activities.
NjS21clc 9.1.4.E.3	Cumulative Progress Indicator	4	Distinguish how digital media are used by individuals, groups, and organizations for varying purposes
NjS21clc 9.1.4.E.4	Cumulative Progress Indicator	4	Explain why some uses of media are unethical.
	Strand		Accountability, Productivity, and Ethics
	Content Statement		The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.
NjS21clc 9.1.4.F.1	Cumulative Progress Indicator	4	Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.
NjS21clc 9.1.4.F.2	Cumulative Progress Indicator	4	Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.
NjS21clc 9.1.4.F.3	Cumulative Progress Indicator	4	Explain the importance of understanding and following rules in family, classroom, and community settings.
	Standard		Personal Financial Literacy
	Strand		Income and Careers
	Content Statement		Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.
NjS21clc 9.2.4.A.1	Cumulative Progress Indicator	4	Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
NjS21clc 9.2.4.A.2	Cumulative Progress Indicator	4	Identify potential sources of income and their limitations.
NjS21clc 9.2.4.A.3	Cumulative Progress Indicator	4	Explain how income affects spending and take-home pay.

Code	Standard Level	By Grade	Description
NjS21clc 9.2.4.A.4	Cumulative Progress Indicator	4	Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.
	Strand		Money Management
	Content Statement		Money management involves setting financial goals.
NjS21clc 9.2.4.B.1	Cumulative Progress Indicator	4	Differentiate between financial wants and needs. 9.2.4.B.2
NjS21clc 9.2.4.B.2	Cumulative Progress Indicator	4	Identify age-appropriate financial goals.
NjS21clc 9.2.4.B.3	Cumulative Progress Indicator	4	Explain what a budget is and why it is important.
NjS21clc 9.2.4.B.4	Cumulative Progress Indicator	4	Identify common household expense categories and sources of income.
NjS21clc 9.2.4.B.5	Cumulative Progress Indicator	4	Identify ways to earn and save.
NjS21clc 9.2.4.B.6	Cumulative Progress Indicator	4	Distinguish among cash, check, credit card, and debit card.
NjS21clc 9.2.4.B.7	Cumulative Progress Indicator	4	Explain the purposes of financial institutions in the community.
	Strand		Credit and Debt Management
	Content Statement		Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.
NjS21clc 9.2.4.C.1	Cumulative Progress Indicator	4	Explain why people borrow money and the relationship between credit and debt.
NjS21clc 9.2.4.C.2	Cumulative Progress Indicator	4	Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).
NjS21clc 9.2.4.C.3	Cumulative Progress Indicator	4	Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.
NjS21clc 9.2.4.C.4	Cumulative Progress Indicator	4	Determine the relationships among income, expenses, and interest.
NjS21clc 9.2.4.C.5	Cumulative Progress Indicator	4	Determine personal responsibility related to borrowing and lending.
NjS21clc 9.2.4.C.6	Cumulative Progress Indicator	4	Summarize ways to avoid credit problems.
	Strand		Planning, Saving, and Investing
	Content Statement		Information about investment options
NjS21clc 9.2.4.D.1	Cumulative Progress Indicator	4	Determine various ways to save. assists with financial planning.
NjS21clc 9.2.4.D.2	Cumulative Progress Indicator	4	Explain the concept of opportunity cost.
NjS21clc 9.2.4.D.3	Cumulative Progress Indicator	4	Explain what it means to invest.

Code	Standard Level	By Grade	Description
NjS21clc 9.2.4.D.4	Cumulative Progress Indicator	4	Distinguish between saving and investing.
	Strand		Becoming a Critical Consumer
	Content Statement		The ability to prioritize wants and needs assists in making informed investments, purchases, and decisions.
NjS21clc 9.2.4.E.1	Cumulative Progress Indicator	4	Determine factors that influence consumer decisions related to money.
NjS21clc 9.2.4.E.2	Cumulative Progress Indicator	4	Identify ways interest rates add to the cost of goods and services.
NjS21clc 9.2.4.E.3	Cumulative Progress Indicator	4	Evaluate financial information from a variety of sources. Apply comparison shopping skills to purchasing decisions.
NjS21clc 9.2.4.E.4	Cumulative Progress Indicator	4	Apply comparison shopping skills to purchasing decisions.
NjS21clc 9.2.4.E.5	Cumulative Progress Indicator	4	Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.
NjS21clc 9.2.4.E.6	Cumulative Progress Indicator	4	Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.
NjS21clc 9.2.4.E.7	Cumulative Progress Indicator	4	Compare and contrast product facts versus advertising claims.
	Strand		Civic Financial Responsibility
	Content Statement		The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
NjS21clc 9.2.4.F.1	Cumulative Progress Indicator	4	Demonstrate an understanding of individual financial obligations and community financial obligations.
NjS21clc 9.2.4.F.2	Cumulative Progress Indicator	4	Relate a countrys economic system of production and consumption to building personal wealth and achieving societal responsibilities.
NjS21clc 9.2.4.F.3	Cumulative Progress Indicator	4	Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
NjS21clc 9.2.4.F.4	Cumulative Progress Indicator	4	Identify skills related to organizing, managing, and taking on the risks of owning a business.
NjS21clc 9.2.4.F.5	Cumulative Progress Indicator	4	Explain how the economic system of production and consumption may be a means to achieve significant societal goals.
NjS21clc 9.2.4.F.6	Cumulative Progress Indicator	4	Examine the implications of legal and ethical behaviors when making financial decisions.
NjS21clc 9.2.4.F.7	Cumulative Progress Indicator	4	Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.
	Strand		Risk Management and Insurance
	Content Statement		There are common financial risks and ways to manage risks.
NjS21clc 9.2.4.G.1	Cumulative Progress Indicator	4	Summarize common types of financial risks and basic risk
NjS21clc 9.2.4.G.2	Cumulative Progress Indicator	4	Explain the importance of protection against financial loss and reasons for risk assessment.

Code	Standard Level	By Grade	Description
NjS21clc 9.2.4.G.3	Cumulative Progress Indicator	4	Describe how valuable items might be damaged or lost and ways to protect them.
	Standard		Career Awareness Exploration and Preparation
	Strand		Career Awareness
	Content Statement		Career awareness includes an understanding of the world of work and the knowledge and skills needed for traditional and nontraditional jobs and careers.
NjS21clc 9.3.4.A.1	Cumulative Progress Indicator	4	Identify reasons why people work and discuss how work can help a person achieve personal goals.
NjS21clc 9.3.4.A.2	Cumulative Progress Indicator	4	Identify various life roles and civic and work-related activities in the school, home, and community.
NjS21clc 9.3.4.A.3	Cumulative Progress Indicator	4	Appraise personal likes and dislikes and identify careers that might be suited to personal likes.
NjS21clc 9.3.4.A.4	Cumulative Progress Indicator	4	Identify qualifications needed to pursue traditional and nontraditional careers and occupations.
NjS21clc 9.3.4.A.5	Cumulative Progress Indicator	4	Locate career information using a variety of resources.
NjS21clc 9.3.4.A.6	Cumulative Progress Indicator	4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for the future academic and career success.