

# CcByGrade1

Code	Standard Level	By Grade	Description
Cc_Math	Content Area		
	Standard		Counting And Cardinality
	Strand		Compare Numbers.
Cc_Math K.CC.6	Content Statement	K	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.1
Cc_Math K.CC.7	Content Statement	K	Compare two numbers between 1 and 10 presented as written numerals.
	Strand		Count To Tell The Number Of Objects.
Cc_Math K.CC.4	Content Statement	K	Understand the relationship between numbers and quantities; connect counting to cardinality.
Cc_Math K.CC.4a	Content Statement	K	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.
Cc_Math K.CC.4c	Content Statement	K	Understand that each successive number name refers to a quantity that is one larger.
Cc_Math K.CC.4b	Content Statement	K	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.
Cc_Math K.CC.5	Content Statement	K	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.
	Strand		Know Number Names And The Count Sequence.
Cc_Math K.CC.1	Content Statement	K	Count to 100 by ones and by tens.
Cc_Math K.CC.2	Content Statement	K	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
Cc_Math K.CC.3	Content Statement	K	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).
	Standard		Geometry
	Strand		Analyze, Compare, Create, And Compose Shapes.
Cc_Math K.G.4	Content Statement	K	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/“corners”) and other attributes (e.g., having sides of equal length).
Cc_Math K.G.5	Content Statement	K	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
Cc_Math K.G.6	Content Statement	K	Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”
	Strand		Identify And Describe Shapes (Squares, Circles, Triangles, Rectangles, Hexagons, Cubes, Cones, Cylinders, And Spheres).
Cc_Math K.G.1	Content Statement	K	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.
Cc_Math K.G.2	Content Statement	K	Correctly name shapes regardless of their orientations or overall size.
Cc_Math K.G.3	Content Statement	K	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
	Strand		Reason With Shapes And Their Attributes.
Cc_Math 1.G.1	Content Statement	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.

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Cc_Math 1.G.2	Content Statement	1	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. <sup>4</sup>
Cc_Math 1.G.3	Content Statement	1	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.
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. <sup>5</sup> 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.
	Standard		Measurement And Data
	Strand		Classify Objects And Count The Number Of Objects In Each Category.
Cc_Math K.MD.3	Content Statement	K	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. <sup>3</sup>
	Strand		Describe And Compare Measurable Attributes.
Cc_Math K.MD.1	Content Statement	K	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
Cc_Math K.MD.2	Content Statement	K	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
	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		Measure Lengths Indirectly And By Iterating Length Units.
Cc_Math 1.MD.1	Content Statement	1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
Cc_Math 1.MD.2	Content Statement	1	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.
	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.

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Cc_Math 1.MD.4	Content Statement	1	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.
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 <sup>4</sup> using information presented in a bar graph.
	Strand		Tell And Write Time.
Cc_Math 1.MD.3	Content Statement	1	Tell and write time in hours and half-hours using analog and digital clocks.
	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		Extend The Counting Sequence.
Cc_Math 1.NBT.1	Content Statement	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.
	Strand		Understand Place Value.
Cc_Math 1.NBT.2	Content Statement	1	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
Cc_Math 1.NBT.2a	Content Statement	1	10 can be thought of as a bundle of ten ones — called a “ten.” b.
Cc_Math 1.NBT.2b	Content Statement	1	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
Cc_Math 1.NBT.2c	Content Statement	1	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
Cc_Math 1.NBT.3	Content Statement	1	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
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.

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Cc_Math 1.NBT.4	Content Statement	1	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
Cc_Math 1.NBT.5	Content Statement	1	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
Cc_Math 1.NBT.6	Content Statement	1	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.
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. <sup>3</sup>
	Strand		Work With Numbers 11–19 To Gain Foundations For Place Value.
Cc_Math K.NBT.1	Content Statement	K	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 decomposition by a drawing or equation (e.g., $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
	Standard		Operations And Algebraic Thinking
	Strand		Add And Subtract Within 20.
Cc_Math 1.OA.5	Content Statement	1	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
Cc_Math 1.OA.6	Content Statement	1	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$ , one knows $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$ ).
Cc_Math 2.OA.2	Content Statement	2	Fluently add and subtract within 20 using mental strategies. <sup>2</sup> By end of Grade 2, know from memory all sums of two one-digit numbers.
	Strand		Represent And Solve Problems Involving Addition And Subtraction.
Cc_Math 1.OA.1	Content Statement	1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. <sup>2</sup>
Cc_Math 1.OA.2	Content Statement	1	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.

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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. <sup>1</sup>
	Strand		Understand Addition As Putting Together And Adding To, And Understand Subtraction As Taking Apart And Taking From.
Cc_Math K.OA.1	Content Statement	K	Represent addition and subtraction with objects, fingers, mental images, drawings <sup>2</sup> , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
Cc_Math K.OA.2	Content Statement	K	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
Cc_Math K.OA.3	Content Statement	K	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 $5 = 4 + 1$ ).
Cc_Math K.OA.4	Content Statement	K	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.
Cc_Math K.OA.5	Content Statement	K	Fluently add and subtract within 5.
	Strand		Understand And Apply Properties Of Operations And The Relationship Between Addition And Subtraction.
Cc_Math 1.OA.3	Content Statement	1	Apply properties of operations as strategies to add and subtract. <sup>3</sup> 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.)
Cc_Math 1.OA.4	Content Statement	1	Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.
	Strand		Work With Addition And Subtraction Equations.
Cc_Math 1.OA.7	Content Statement	1	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? $6 = 6$ , $7 = 8 - 1$ , $5 + 2 = 2 + 5$ , $4 + 1 = 5 + 2$ .
Cc_Math 1.OA.8	Content Statement	1	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 $8 + ? = 11$ , $5 = \_ - 3$ , $6 + 6 = \_$ .
	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 K.L.1	Content Statement	K	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Cc_Reading K.L.1a	Content Statement	K	Print many upper- and lowercase letters.
Cc_Reading K.L.1b	Content Statement	K	Use frequently occurring nouns and verbs.
Cc_Reading K.L.1c	Content Statement	K	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
Cc_Reading K.L.1d	Content Statement	K	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

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Cc_Reading K.L.1e	Content Statement	K	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
Cc_Reading K.L.1f	Content Statement	K	Produce and expand complete sentences in shared language activities.
Cc_Reading K.L.2	Content Statement	K	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Cc_Reading K.L.2a	Content Statement	K	Capitalize the first word in a sentence and the pronoun I.
Cc_Reading K.L.2b	Content Statement	K	Recognize and name end punctuation.
Cc_Reading K.L.2c	Content Statement	K	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
Cc_Reading K.L.2d	Content Statement	K	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Cc_Reading 1.L.1	Content Statement	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Cc_Reading 1.L.1a	Content Statement	1	Print all upper- and lowercase letters.
Cc_Reading 1.L.1b	Content Statement	1	Use common, proper, and possessive nouns.
Cc_Reading 1.L.1c	Content Statement	1	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
Cc_Reading 1.L.1d	Content Statement	1	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
Cc_Reading 1.L.1e	Content Statement	1	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).
Cc_Reading 1.L.1f	Content Statement	1	Use frequently occurring adjectives.
Cc_Reading 1.L.1g	Content Statement	1	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
Cc_Reading 1.L.1h	Content Statement	1	Use determiners (e.g., articles, demonstratives).
Cc_Reading 1.L.1i	Content Statement	1	Use frequently occurring prepositions (e.g., during, beyond, toward).
Cc_Reading 1.L.1j	Content Statement	1	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
Cc_Reading 1.L.2	Content Statement	1	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Cc_Reading 1.L.2a	Content Statement	1	Capitalize dates and names of people.
Cc_Reading 1.L.2b	Content Statement	1	Use end punctuation for sentences.
Cc_Reading 1.L.2c	Content Statement	1	Use commas in dates and to separate single words in a series.
Cc_Reading 1.L.2d	Content Statement	1	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
Cc_Reading 1.L.2e	Content Statement	1	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
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).

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Cc_Reading 2.L.1d	Content Statement	2	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
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.
	Strand		Knowledge of Language
Cc_Reading K.L.3	Content Statement	K	(Begins in grade 2)
Cc_Reading 1.L.3	Content Statement	1	(Begins in grade 2)
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.
	Strand		Vocabulary Acquisition and Use
Cc_Reading K.L.4	Content Statement	K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
Cc_Reading K.L.4a	Content Statement	K	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
Cc_Reading K.L.4b	Content Statement	K	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.
Cc_Reading K.L.5	Content Statement	K	With guidance and support from adults, explore word relationships and nuances in word meanings.
Cc_Reading K.L.5a	Content Statement	K	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
Cc_Reading K.L.5b	Content Statement	K	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
Cc_Reading K.L.5c	Content Statement	K	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
Cc_Reading K.L.5d	Content Statement	K	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
Cc_Reading K.L.6	Content Statement	K	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Cc_Reading 1.L.4	Content Statement	1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
Cc_Reading 1.L.4a	Content Statement	1	Use sentence-level context as a clue to the meaning of a word or phrase.
Cc_Reading 1.L.4b	Content Statement	1	Use frequently occurring affixes as a clue to the meaning of a word.
Cc_Reading 1.L.4c	Content Statement	1	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

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Cc_Reading 1.L.5	Content Statement	1	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
Cc_Reading 1.L.5a	Content Statement	1	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
Cc_Reading 1.L.5b	Content Statement	1	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 cat with stripes).
Cc_Reading 1.L.5c	Content Statement	1	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
Cc_Reading 1.L.5d	Content Statement	1	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.
Cc_Reading 1.L.6	Content Statement	1	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).
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).
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).
	Standard		Reading Foundational Skills
	Strand		Fluency
Cc_Reading K.RF.4	Content Statement	K	Read emergent-reader texts with purpose and understanding.
Cc_Reading 1.RF.4	Content Statement	1	Read with sufficient accuracy and fluency to support comprehension.
Cc_Reading 1.RF.4a	Content Statement	1	Read on-level text with purpose and understanding.
Cc_Reading 1.RF.4b	Content Statement	1	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Cc_Reading 1.RF.4c	Content Statement	1	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.



Code	Standard Level	By Grade	Description
Cc_Reading 2.RF.4a	Content Statement	2	Read on-level text with purpose and understanding.
	Strand		Phonics and Word recognition
Cc_Reading K.RF.3	Content Statement	K	Know and apply grade-level phonics and word analysis skills in decoding words.
Cc_Reading K.RF.3a	Content Statement	K	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
Cc_Reading K.RF.3b	Content Statement	K	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
Cc_Reading K.RF.3c	Content Statement	K	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
Cc_Reading K.RF.3d	Content Statement	K	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Cc_Reading 1.RF.3a	Content Statement	1	Know the spelling-sound correspondences for common consonant digraphs.
Cc_Reading 1.RF.3	Content Statement	1	Know and apply grade-level phonics and word analysis skills in decoding words.
Cc_Reading 1.RF.3b	Content Statement	1	Decode regularly spelled one-syllable words.
Cc_Reading 1.RF.3c	Content Statement	1	Know final -e and common vowel team conventions for representing long vowel sounds.
Cc_Reading 1.RF.3g	Content Statement	1	Recognize and read grade-appropriate irregularly spelled words.
Cc_Reading 1.RF.3e	Content Statement	1	Decode two-syllable words following basic patterns by breaking the words into syllables.
Cc_Reading 1.RF.3f	Content Statement	1	Read words with inflectional endings.
Cc_Reading 1.RF.3d	Content Statement	1	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
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.
	Strand		Phonological awareness
Cc_Reading K.RF.2	Content Statement	K	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Cc_Reading K.RF.2a	Content Statement	K	Recognize and produce rhyming words.
Cc_Reading K.RF.2b	Content Statement	K	Count, pronounce, blend, and segment syllables in spoken words.
Cc_Reading K.RF.2c	Content Statement	K	Blend and segment onsets and rimes of single-syllable spoken words.
Cc_Reading K.RF.2d	Content Statement	K	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
Cc_Reading K.RF.2e	Content Statement	K	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Code	Standard Level	By Grade	Description
Cc_Reading 1.RF.2	Content Statement	1	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Cc_Reading 1.RF.2a	Content Statement	1	Distinguish long from short vowel sounds in spoken single-syllable words.
Cc_Reading 1.RF.2b	Content Statement	1	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
Cc_Reading 1.RF.2c	Content Statement	1	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
Cc_Reading 1.RF.2d	Content Statement	1	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Strand		Print Concepts	
Cc_Reading K.RF.1	Content Statement	K	Demonstrate understanding of the organization and basic features of print.
Cc_Reading K.RF.1a	Content Statement	K	Follow words from left to right, top to bottom, and page by page.
Cc_Reading K.RF.1b	Content Statement	K	Recognize that spoken words are represented in written language by specific sequences of letters.
Cc_Reading K.RF.1d	Content Statement	K	Recognize and name all upper- and lowercase letters of the alphabet.
Cc_Reading K.RF.1c	Content Statement	K	Understand that words are separated by spaces in print.
Cc_Reading 1.RF.1	Content Statement	1	Demonstrate understanding of the organization and basic features of print.
Cc_Reading 1.RF.1a	Content Statement	1	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Standard		Reading Informational	
Strand		Craft and Structure	
Cc_Reading K.RI.4	Content Statement	K	With prompting and support, ask and answer questions about unknown words in a text.
Cc_Reading K.RI.5	Content Statement	K	Identify the front cover, back cover, and title page of a book.
Cc_Reading K.RI.6	Content Statement	K	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Cc_Reading 1.RI.4	Content Statement	1	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
Cc_Reading 1.RI.5	Content Statement	1	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
Cc_Reading 1.RI.6	Content Statement	1	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
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.
Strand		Integration of Knowledge and Ideas	
Cc_Reading K.RI.7	Content Statement	K	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).
Cc_Reading K.RI.8	Content Statement	K	With prompting and support, identify the reasons an author gives to support points in a text.
Cc_Reading K.RI.9	Content Statement	K	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Cc_Reading 1.RI.7	Content Statement	1	Use the illustrations and details in a text to describe its key ideas.

Code	Standard Level	By Grade	Description
Cc_Reading 1.RI.8	Content Statement	1	Identify the reasons an author gives to support points in a text.
Cc_Reading 1.RI.9	Content Statement	1	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
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.
	Strand		Key Ideas and Details
Cc_Reading K.RI.1	Content Statement	K	With prompting and support, ask and answer questions about key details in a text.
Cc_Reading K.RI.2	Content Statement	K	With prompting and support, identify the main topic and retell key details of a text.
Cc_Reading K.RI.3	Content Statement	K	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Cc_Reading 1.RI.1	Content Statement	1	Ask and answer questions about key details in a text.
Cc_Reading 1.RI.2	Content Statement	1	Identify the main topic and retell key details of a text.
Cc_Reading 1.RI.3	Content Statement	1	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
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.
	Strand		Range of Reading and Level of Text Complexity
Cc_Reading K.RI.10	Content Statement	K	Actively engage in group reading activities with purpose and understanding.
Cc_Reading 1.RI.10	Content Statement	1	With prompting and support, read informational texts appropriately complex for grade 1.
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.
	Standard		Reading Literature
	Strand		Craft and Structure
Cc_Reading K.RL.4	Content Statement	K	Ask and answer questions about unknown words in a text.
Cc_Reading K.RL.5	Content Statement	K	Recognize common types of texts (e.g., storybooks, poems).
Cc_Reading K.RL.6	Content Statement	K	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Cc_Reading 1.RL.4	Content Statement	1	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
Cc_Reading 1.RL.5	Content Statement	1	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
Cc_Reading 1.RL.6	Content Statement	1	Identify who is telling the story at various points in a text.
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.

Code	Standard Level	By Grade	Description
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.
	Strand		Integration of Knowledge and Ideas
Cc_Reading K.RL.7	Content Statement	K	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).
Cc_Reading K.RL.8	Content Statement	K	(Not applicable to literature)
Cc_Reading K.RL.9	Content Statement	K	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Cc_Reading 1.RL.7	Content Statement	1	Use illustrations and details in a story to describe its characters, setting, or events.
Cc_Reading 1.RL.8	Content Statement	1	(Not applicable to literature)
Cc_Reading 1.RL.9	Content Statement	1	Compare and contrast the adventures and experiences of characters in stories.
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.
	Strand		Key Ideas and Details
Cc_Reading K.RL.1	Content Statement	K	With prompting and support, ask and answer questions about key details in a text.
Cc_Reading K.RL.2	Content Statement	K	With prompting and support, retell familiar stories, including key details.
Cc_Reading K.RL.3	Content Statement	K	With prompting and support, identify characters, settings, and major events in a story.
Cc_Reading 1.RL.1	Content Statement	1	Ask and answer questions about key details in a text.
Cc_Reading 1.RL.2	Content Statement	1	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Cc_Reading 1.RL.3	Content Statement	1	Describe characters, settings, and major events in a story, using key 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.
	Strand		Range of Reading and Level of Text Complexity
Cc_Reading K.RL.10	Content Statement	K	Actively engage in group reading activities with purpose and understanding.
Cc_Reading 1.RL.10	Content Statement	1	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
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 K.SL.1	Content Statement	K	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
Cc_Reading 1.SL.1	Content Statement	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Code	Standard Level	By Grade	Description
Cc_Reading 1.SL.1a	Content Statement	1	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
Cc_Reading 1.SL.1b	Content Statement	1	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
Cc_Reading 1.SL.1c	Content Statement	1	Ask questions to clear up any confusion about the topics and texts under discussion.
Cc_Reading 1.SL.2	Content Statement	1	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Cc_Reading 1.SL.3	Content Statement	1	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
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.
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.
	Strand		Continue a conversation through multiple exchanges.
Cc_Reading K.SL.2	Content Statement	K	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.
Cc_Reading K.SL.3	Content Statement	K	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	Strand		Presentation of Knowledge and Ideas
Cc_Reading K.SL.4	Content Statement	K	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
Cc_Reading K.SL.5	Content Statement	K	Add drawings or other visual displays to descriptions as desired to provide additional detail.
Cc_Reading K.SL.6	Content Statement	K	Speak audibly and express thoughts, feelings, and ideas clearly.
Cc_Reading 1.SL.4	Content Statement	1	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
Cc_Reading 1.SL.5	Content Statement	1	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Cc_Reading 1.SL.6	Content Statement	1	Produce complete sentences when appropriate to task and situation.
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.
	Standard		Writing
	Strand		Production and Distribution of Writing
Cc_Reading K.W.4	Content Statement	K	(Begins in grade 3)
Cc_Reading K.W.5	Content Statement	K	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Code	Standard Level	By Grade	Description
Cc_Reading K.W.6	Content Statement	K	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Cc_Reading 1.W.4	Content Statement	1	(Begins in grade 3)
Cc_Reading 1.W.5	Content Statement	1	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.
Cc_Reading 1.W.6	Content Statement	1	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
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.
	Strand		Range of Writing
Cc_Reading K.W.10	Content Statement	K	(Begins in grade 3)
Cc_Reading 1.W.10	Content Statement	1	(Begins in grade 3)
Cc_Reading 2.W.10	Content Statement	2	(Begins in grade 3)
	Strand		Research to Build and Present Knowledge
Cc_Reading K.W.7	Content Statement	K	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
Cc_Reading K.W.8	Content Statement	K	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Cc_Reading K.W.9	Content Statement	K	(Begins in grade 4)
Cc_Reading 1.W.7	Content Statement	1	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).
Cc_Reading 1.W.8	Content Statement	1	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Cc_Reading 1.W.9	Content Statement	1	(Begins in grade 4)
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)
	Strand		Text Types and Purposes
Cc_Reading K.W.1	Content Statement	K	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...).
Cc_Reading K.W.2	Content Statement	K	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Cc_Reading K.W.3	Content Statement	K	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.
Cc_Reading 1.W.1	Content Statement	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.

Code	Standard Level	By Grade	Description
Cc_Reading 1.W.2	Content Statement	1	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Cc_Reading 1.W.3	Content Statement	1	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
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.