CcByGrade4

Code	Standard Level	By Grade	Description
Cc_Math	Content Area		
	Standard		Geometry
	Strand		Classify Two-Dimensional Figures Into Categories Based On Their Properties.
Cc_Math 5.G.3	Content Statement	5	Understand that attributes belonging to a category of two- dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.
Cc_Math 5.G.4	Content Statement	5	Classify two-dimensional figures in a hierarchy based on properties.
	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		Graph Points On The Coordinate Plane To Solve Real-World And Mathematical Problems.
Cc_Math 5.G.1	Content Statement	5	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
Cc_Math 5.G.2	Content Statement	5	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
	Strand		Reason With Shapes And Their Attributes.
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		Convert Like Measurement Units Within A Given Measurement System.
Cc_Math 5.MD.1	Content Statement	5	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
	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.

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	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.
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 × b and a × 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		Geometric Measurement: Understand Concepts Of Volume And Relate Volume To Multiplication And To Addition.
Cc_Math 5.MD.3	Content Statement	5	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
Cc_Math 5.MD.3a	Content Statement	5	A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
Cc_Math 5.MD.3b	Content Statement	5	A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
Cc_Math 5.MD.4	Content Statement	5	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
Cc_Math 5.MD.5	Content Statement	5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

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Cc_Math 5.MD.5a	Content Statement	5	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
Cc_Math 5.MD.5b	Content Statement	5	Apply the formulas V=l×w×handV=b×h for rectangular prisms to find volumes of right rectangular prisms with whole- number edge lengths in the context of solving real world and mathematical problems.
Cc_Math 5.MD.5c	Content Statement	5	Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.
	Strand		Represent And Interpret Data.
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 (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.
Cc_Math 5.MD.2	Content Statement	5	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.
	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
	Standard		Number And Operations In Base Ten
	Strand		Generalize Place Value Understanding For Multi-Digit Whole Numbers.

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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 ÷ 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		Perform Operations With Multi-Digit Whole Numbers And With Decimals To Hundredths.
Cc_Math 5.NBT.5	Content Statement	5	Fluently multiply multi-digit whole numbers using the standard algorithm.
Cc_Math 5.NBT.6	Content Statement	5	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Cc_Math 5.NBT.7	Content Statement	5	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
	Strand		Understand The Place Value System.
Cc_Math 5.NBT.1	Content Statement	5	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
Cc_Math 5.NBT.2	Content Statement	5	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
Cc_Math 5.NBT.3	Content Statement	5	Read, write, and compare decimals to thousandths.
Cc_Math 5.NBT.3b	Content Statement	5	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
Cc_Math 5.NBT.3a	Content Statement	5	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).
Cc_Math 5.NBT.4	Content Statement	5	Use place value understanding to round decimals to any place.
	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.

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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—Fractions5
	Strand		Apply And Extend Previous Understandings Of Multiplication And Division To Multiply And Divide Fractions.
Cc_Math 5.NF.3	Content Statement	5	Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?
Cc_Math 5.NF.4	Content Statement	5	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
Cc_Math 5.NF.4a	Content Statement	5	Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)
Cc_Math 5.NF.4b	Content Statement	5	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
Cc_Math 5.NF.5	Content Statement	5	Interpret multiplication as scaling (resizing), by:
Cc_Math 5.NF.5a	Content Statement	5	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
Cc_Math 5.NF.5b	Content Statement	5	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n×a)/(n×b) to the effect of multiplying a/b by 1.
Cc_Math 5.NF.6	Content Statement	5	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
Cc_Math 5.NF.7a	Content Statement	5	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.
Cc_Math 5.NF.7	Content Statement	5	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.1
Cc_Math 5.NF.7b	Content Statement	5	Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.
Cc_Math 5.NF.7c	Content Statement	5	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?
	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: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.
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 a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).
Cc_Math 4.NF.4b	Content Statement	4	Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)
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 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 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.
Cc_Math 3.NF.2a	Content Statement	3	Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.
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 a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
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., 1/2 = 2/4, 4/6 = 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 = 3/1; recognize that 6/1 = 6; locate 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 a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. 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 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 3/10 as 30/100, and add 3/10 + 4/100 = 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 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.
	Strand		Use Equivalent Fractions As A Strategy To Add And Subtract Fractions.
Cc_Math 5.NF.1	Content Statement	5	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)
Cc_Math 5.NF.2	Content Statement	5	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions
	Standard		Operations And Algebraic Thinking
	Strand		Analyze Patterns And Relationships.
Cc_Math 5.OA.3	Content Statement	5	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.
	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 × 5 = 40, one knows 40 ÷ 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 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.

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Cc_Math 3.OA.2	Content Statement	3	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 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
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 × ? = 48, 5 = _ ÷ 3, 6 × 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 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)
Cc_Math 3.OA.6	Content Statement	3	Understand division as an unknown-factor problem. For example, find 32 ÷ 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 × 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		Write And Interpret Numerical Expressions.
Cc_Math 5.OA.1	Content Statement	5	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
Cc_Math 5.OA.2	Content Statement	5	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.
Cc_Reading	Content Area		
	Standard		Language
	Strand		Conventions of Standard English
Cc_Reading 3.L.1	Content Statement	3	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Code	Standard Level	By Grade	Description
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.
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.

Code	Standard Level	By Grade	Description
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.
Cc_Reading 5.L.1	Content Statement	5	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Cc_Reading 5.L.2	Content Statement	5	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Strand		Knowledge of Language
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).
Cc_Reading 5.L.3b	Content Statement	5	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
Cc_Reading 5.L.3a	Content Statement	5	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
Cc_Reading 5.L.3	Content Statement	5	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	Strand		Vocabulary Acquisition and Use
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.

Code	Standard Level	By Grade	Description
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).
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).
	Strand		Vocabulary acquisition and Use
Cc_Reading 5.L.4	Content Statement	5	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
Cc_Reading 5.L.4a	Content Statement	5	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
Cc_Reading 5.L.4b	Content Statement	5	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
Cc_Reading 5.L.4c	Content Statement	5	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 5.L.5c	Content Statement	5	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
Cc_Reading 5.L.5a	Content Statement	5	Interpret figurative language, including similes and metaphors, in context.
Cc_Reading 5.L.5b	Content Statement	5	Recognize and explain the meaning of common idioms, adages, and proverbs.
Cc_Reading 5.L.5	Content Statement	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Cc_Reading 5.L.6	Content Statement	5	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
	Standard		Reading Foundational Skills
	Strand		Fluency
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.

Code	Standard Level	By Grade	Description
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.
Cc_Reading 5.RF.4	Content Statement	5	Read with sufficient accuracy and fluency to support comprehension.
Cc_Reading 5.RF.4a	Content Statement	5	Read on-level text with purpose and understanding.
Cc_Reading 5.RF.4b	Content Statement	5	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
Cc_Reading 5.RF.4c	Content Statement	5	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Strand		Phonics and Word recognition
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.
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.
Cc_Reading 5.RF.3	Content Statement	5	Know and apply grade-level phonics and word analysis skills in decoding words.
Cc_Reading 5.RF.3a	Content Statement	5	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 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.
Cc_Reading 5.RI.4	Content Statement	5	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
Cc_Reading 5.RI.5	Content Statement	5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
Cc_Reading 5.RI.6	Content Statement	5	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
	Strand		Integration of Knowledge and Ideas

Code	Standard Level	By Grade	Description
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.
Cc_Reading 5.RI.7	Content Statement	5	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
Cc_Reading 5.RI.8	Content Statement	5	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
Cc_Reading 5.RI.9	Content Statement	5	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
	Strand		Key Ideas and Details
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.
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.
Cc_Reading 5.RI.1	Content Statement	5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Cc_Reading 5.RI.2	Content Statement	5	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Cc_Reading 5.RI.3	Content Statement	5	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
	Strand		Range of Reading and Level of Text Complexity
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.
Cc_Reading 5.RI.10	Content Statement	5	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 4–5 text complexity band independently and proficiently.
	Standard		Reading Literature

Code	Standard Level	By Grade	Description
	Strand		Craft and Structure
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.
Cc_Reading 5.RL.4	Content Statement	5	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
Cc_Reading 5.RL.5	Content Statement	5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
Cc_Reading 5.RL.6	Content Statement	5	Describe how a narrator’s or speaker’s point of view influences how events are described.
	Strand		Integration of Knowledge and Ideas
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.
Cc_Reading 5.RL.7	Content Statement	5	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
Cc_Reading 5.RL.8	Content Statement	5	(Not applicable to literature)
Cc_Reading 5.RL.9	Content Statement	5	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
	Strand		Key Ideas and Details
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.

Code	Standard Level	By Grade	Description
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).
Cc_Reading 5.RL.1	Content Statement	5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Cc_Reading 5.RL.2	Content Statement	5	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Cc_Reading 5.RL.3	Content Statement	5	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
	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.
Cc_Reading 5.RL.10	Content Statement	5	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
	Strand		Range of Reading and Level of Text Complexity
	Standard		Speaking & Listening
	Strand		Comprehension and Collaboration
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.

Code	Standard Level	By Grade	Description
Cc_Reading 5.SL.1	Content Statement	5	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
Cc_Reading 5.SL.1a	Content Statement	5	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 5.SL.1b	Content Statement	5	Follow agreed-upon rules for discussions and carry out assigned roles.
Cc_Reading 5.SL.1c	Content Statement	5	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
Cc_Reading 5.SL.1d	Content Statement	5	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
Cc_Reading 5.SL.2	Content Statement	5	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Cc_Reading 5.SL.3	Content Statement	5	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
	Strand		Presentation of Knowledge and Ideas
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.
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.
Cc_Reading 5.SL.4	Content Statement	5	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Cc_Reading 5.SL.5	Content Statement	5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
Cc_Reading 5.SL.6	Content Statement	5	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
	Standard		Writing
	Strand		Production and Distribution of Writing
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.

Code	Standard Level	By Grade	Description
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.
Cc_Reading 5.W.4	Content Statement	5	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 5.W.5	Content Statement	5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Cc_Reading 5.W.6	Content Statement	5	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
	Strand		Range of Writing
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.
Cc_Reading 5.W.10	Content Statement	5	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 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.
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”).
Cc_Reading 5.W.7	Content Statement	5	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
Cc_Reading 5.W.8	Content Statement	5	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
Cc_Reading 5.W.9	Content Statement	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Cc_Reading 5.W.9b	Content Statement	5	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
Cc_Reading 5.W.9a	Content Statement	5	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
	Strand		Text Types and Purposes

Code	Standard Level	By Grade	Description
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.
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.

Code	Standard Level	By Grade	Description
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.
Cc_Reading 5.W.1	Content Statement	5	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Cc_Reading 5.W.1a	Content Statement	5	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
Cc_Reading 5.W.1b	Content Statement	5	Provide logically ordered reasons that are supported by facts and details.
Cc_Reading 5.W.1c	Content Statement	5	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
Cc_Reading 5.W.1d	Content Statement	5	Provide a concluding statement or section related to the opinion presented.
Cc_Reading 5.W.2	Content Statement	5	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Cc_Reading 5.W.2a	Content Statement	5	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
Cc_Reading 5.W.2b	Content Statement	5	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
Cc_Reading 5.W.2c	Content Statement	5	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
Cc_Reading 5.W.2d	Content Statement	5	Use precise language and domain-specific vocabulary to inform about or explain the topic.
Cc_Reading 5.W.2e	Content Statement	5	Provide a concluding statement or section related to the information or explanation presented.
Cc_Reading 5.W.3	Content Statement	5	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Cc_Reading 5.W.3a	Content Statement	5	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
Cc_Reading 5.W.3b	Content Statement	5	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
Cc_Reading 5.W.3c	Content Statement	5	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
Cc_Reading 5.W.3d	Content Statement	5	Use concrete words and phrases and sensory details to convey experiences and events precisely.
Cc_Reading 5.W.3e	Content Statement	5	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.

Code	Standard Level	By Grade	Description
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.
	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.

Code	Standard Level	By Grade	Description
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.
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.

Code	Standard Level	By Grade	Description
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.
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.

Code	Standard Level	By Grade	Description
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.
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.