CcByGrade6

Code	Standard Level	By Grade	Description
Cc_Math	Content Area		
	Standard		Expressions And Equations
	Strand		Apply And Extend Previous Understandings Of Arithmetic To Algebraic Expressions.
Cc_Math 6.EE.1	Content Statement	6	Write and evaluate numerical expressions involving whole-number exponents.
Cc_Math 6.EE.2	Content Statement	6	Write, read, and evaluate expressions in which letters stand for numbers.
Cc_Math 6.EE.2a	Content Statement	6	Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract y from 5” as 5 – y.
Cc_Math 6.EE.2c	Content Statement	6	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole- number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas V = s3 and A = 6 s2 to find the volume and surface area of a cube with sides of length s = 1/2.
Cc_Math 6.EE.2b	Content Statement	6	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.
Cc_Math 6.EE.3	Content Statement	6	Apply the properties of operations to generate equivalent expressions.
	Strand		For Example, Apply The Distributive Property To The Expression 3 (2 + X) To Produce The Equivalent Expression 6 + 3X; Apply The Distributive Property To The Expression 24X + 18Y To Produce The Equivalent Expression 6 (4X + 3Y); Apply Properties Of Operations To Y + Y + Y To Produce The Equivalent Expression 3Y.
Cc_Math 6.EE.4	Content Statement	6	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.
	Strand		Reason About And Solve One-Variable Equations And Inequalities.
Cc_Math 6.EE.5	Content Statement	6	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
Cc_Math 6.EE.6	Content Statement	6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
Cc_Math 6.EE.7	Content Statement	6	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.
Cc_Math 6.EE.8	Content Statement	6	Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
	Strand		Represent And Analyze Quantitative Relationships Between Dependent And Independent Variables.
Cc_Math 6.EE.9	Content Statement	6	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.

Code	Standard Level	By Grade	Description
	Strand		Solve Real-Life And Mathematical Problems Using Numerical And Algebraic Expressions And Equations.
Cc_Math 7.EE.3	Content Statement	7	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.
Cc_Math 7.EE.4a	Content Statement	7	Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?
Cc_Math 7.EE.4	Content Statement	7	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
Cc_Math 7.EE.4b	Content Statement	7	Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.
	Strand		Use Properties Of Operations To Generate Equivalent Expressions.
Cc_Math 7.EE.1	Content Statement	7	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
Cc_Math 7.EE.2	Content Statement	7	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, a + 0.05a = 1.05a means that “increase by 5%” is the same as “multiply by 1.05.”
	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, Construct, And Describe Geometrical Figures And Describe The Relationships Between Them.
Cc_Math 7.G.1	Content Statement	7	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
Cc_Math 7.G.2	Content Statement	7	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
Cc_Math 7.G.3	Content Statement	7	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
	Strand		Graph Points On The Coordinate Plane To Solve Real-World And Mathematical Problems.

Code	Standard Level	By Grade	Description
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		Solve Real-Life And Mathematical Problems Involving Angle Measure, Area, Surface Area, And Volume.
Cc_Math 7.G.4	Content Statement	7	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
Cc_Math 7.G.5	Content Statement	7	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
Cc_Math 7.G.6	Content Statement	7	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
	Strand		Solve Real-World And Mathematical Problems Involving Area, Surface Area, And Volume.
Cc_Math 6.G.1	Content Statement	6	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
Cc_Math 6.G.2	Content Statement	6	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
Cc_Math 6.G.3	Content Statement	6	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
Cc_Math 6.G.4	Content Statement	6	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
	Standard Strand		Measurement And Data 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: 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.

Code	Standard Level	By Grade	Description
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 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.
	Standard		Number And Operations In Base Ten
	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.
	Standard		Number And Operations—Fractions5
	Strand		Apply And Extend Previous Understandings Of Multiplication And Division To Multiply And Divide Fractions.

Code	Standard Level	By Grade	Description
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		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		The Number System

Code	Standard Level	By Grade	Description
	Strand		Apply And Extend Previous Understandings Of Multiplication And Division To Divide Fractions By Fractions.
Cc_Math 6.NS.1	Content Statement	6	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?
	Strand		Apply And Extend Previous Understandings Of Numbers To The System Of Rational Numbers.
Cc_Math 6.NS.5	Content Statement	6	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
Cc_Math 6.NS.6	Content Statement	6	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
Cc_Math 6.NS.6a	Content Statement	6	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite.
Cc_Math 6.NS.6b	Content Statement	6	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
Cc_Math 6.NS.6c	Content Statement	6	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
Cc_Math 6.NS.7d	Content Statement	6	Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.
Cc_Math 6.NS.7a	Content Statement	6	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.
Cc_Math 6.NS.7b	Content Statement	6	Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3 oC > –7 oC to express the fact that –3 oC is warmer than –7 oC.
Cc_Math 6.NS.7c	Content Statement	6	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.
Cc_Math 6.NS.7	Content Statement	6	Understand ordering and absolute value of rational numbers.
Cc_Math 6.NS.8	Content Statement	6	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
	Strand		Apply And Extend Previous Understandings Of Operations With Fractions To Add, Subtract, Multiply, And Divide Rational Numbers.
Cc_Math 7.NS.1	Content Statement	7	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
Cc_Math 7.NS.1a	Content Statement	7	Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.

Code	Standard Level	By Grade	Description
Cc_Math 7.NS.1b	Content Statement	7	Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
Cc_Math 7.NS.1c	Content Statement	7	Understand subtraction of rational numbers as adding the additive inverse, p – q = p + (–q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
Cc_Math 7.NS.1d	Content Statement	7	Apply properties of operations as strategies to add and subtract rational numbers.
Cc_Math 7.NS.2d	Content Statement	7	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
Cc_Math 7.NS.2a	Content Statement	7	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
Cc_Math 7.NS.2b	Content Statement	7	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then –(p/q) = (–p)/q = p/(–q). Interpret quotients of rational numbers by describing real- world contexts.
Cc_Math 7.NS.2c	Content Statement	7	Apply properties of operations as strategies to multiply and divide rational numbers.
Cc_Math 7.NS.2	Content Statement	7	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
Cc_Math 7.NS.3	Content Statement	7	Solve real-world and mathematical problems involving the four operations with rational numbers.
	Strand		Compute Fluently With Multi-Digit Numbers And Find Common Factors And Multiples.
Cc_Math 6.NS.2	Content Statement	6	Fluently divide multi-digit numbers using the standard algorithm.
Cc_Math 6.NS.3	Content Statement	6	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
Cc_Math 6.NS.4	Content Statement	6	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2).
	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		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.
	Standard		Ratios And Proportional Relationships
	Strand		Analyze Proportional Relationships And Use Them To Solve Real-World And Mathematical Problems.

Code	Standard Level	By Grade	Description
Cc_Math 7.RP.1	Content Statement	7	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.
Cc_Math 7.RP.2	Content Statement	7	Recognize and represent proportional relationships between quantities.
Cc_Math 7.RP.2a	Content Statement	7	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
Cc_Math 7.RP.2d	Content Statement	7	Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.
Cc_Math 7.RP.2c	Content Statement	7	Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.
Cc_Math 7.RP.2b	Content Statement	7	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
Cc_Math 7.RP.3	Content Statement	7	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.
	Strand		Understand Ratio Concepts And Use Ratio Reasoning To Solve Problems.
Cc_Math 6.RP.1	Content Statement	6	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”
Cc_Math 6.RP.2	Content Statement	6	Understand the concept of a unit rate a/b associated with a ratio a:b with b =_ 0, and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar.” “We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger.”1
Cc_Math 6.RP.3a	Content Statement	6	Make tables of equivalent ratios relating quantities with whole- number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
Cc_Math 6.RP.3	Content Statement	6	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
Cc_Math 6.RP.3b	Content Statement	6	Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?
Cc_Math 6.RP.3c	Content Statement	6	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
Cc_Math 6.RP.3d	Content Statement	6	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
	Standard		Statistics And Probability
	Strand		Develop Understanding Of Statistical Variability.
Cc_Math 6.SP.1	Content Statement	6	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.
Cc_Math 6.SP.2	Content Statement	6	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
Cc_Math 6.SP.3	Content Statement	6	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

Code	Standard Level	By Grade	Description
	Strand		Draw Informal Comparative Inferences About Two Populations.
Cc_Math 7.SP.3	Content Statement	7	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.
Cc_Math 7.SP.4	Content Statement	7	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.
	Strand		Investigate Chance Processes And Develop, Use, And Evaluate Probability Models.
Cc_Math 7.SP.5	Content Statement	7	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
Cc_Math 7.SP.6	Content Statement	7	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.
Cc_Math 7.SP.7	Content Statement	7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
Cc_Math 7.SP.7a	Content Statement	7	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.
Cc_Math 7.SP.7b	Content Statement	7	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?
Cc_Math 7.SP.8	Content Statement	7	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
Cc_Math 7.SP.8a	Content Statement	7	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
Cc_Math 7.SP.8b	Content Statement	7	Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.
Cc_Math 7.SP.8c	Content Statement	7	Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?
	Strand		Summarize And Describe Distributions.
Cc_Math 6.SP.4	Content Statement	6	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
Cc_Math 6.SP.5b	Content Statement	6	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
Cc_Math 6.SP.5a	Content Statement	6	Reporting the number of observations.
Cc_Math 6.SP.5	Content Statement	6	Summarize numerical data sets in relation to their context, such as by:

Code	Standard Level	By Grade	Description
Cc_Math 6.SP.5c	Content Statement	6	Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
Cc_Math 6.SP.5d	Content Statement	6	Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
	Strand		Use Random Sampling To Draw Inferences About A Population.
Cc_Math 7.SP.1	Content Statement	7	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
Cc_Math 7.SP.2	Content Statement	7	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.
Cc_Reading	Content Area		
	Standard		Language
	Strand		Conventions of Standard English
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.
Cc_Reading 6.L.1	Content Statement	6	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Cc_Reading 6.L.2	Content Statement	6	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Cc_Reading 7.L.1	Content Statement	7	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Cc_Reading 7.L.1a	Content Statement	7	Explain the function of phrases and clauses in general and their function in specific sentences.
Cc_Reading 7.L.1b	Content Statement	7	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
Cc_Reading 7.L.1c	Content Statement	7	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
Cc_Reading 7.L.2	Content Statement	7	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Cc_Reading 7.L.2a	Content Statement	7	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
Cc_Reading 7.L.2b	Content Statement	7	Spell correctly.
	Strand		Knowledge of Language
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.
Cc_Reading 6.L.3	Content Statement	6	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Cc_Reading 7.L.3	Content Statement	7	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Cc_Reading 7.L.3a	Content Statement	7	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
	Strand		Vocabulary Acquisition and Use

Code	Standard Level	By Grade	Description
Cc_Reading 6.L.4	Content Statement	6	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
Cc_Reading 6.L.5	Content Statement	6	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Cc_Reading 6.L.6	Content Statement	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Cc_Reading 7.L.4	Content Statement	7	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
Cc_Reading 7.L.4a	Content Statement	7	Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
Cc_Reading 7.L.4b	Content Statement	7	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
Cc_Reading 7.L.4c	Content Statement	7	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
Cc_Reading 7.L.4d	Content Statement	7	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
Cc_Reading 7.L.5	Content Statement	7	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Cc_Reading 7.L.5a	Content Statement	7	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
Cc_Reading 7.L.5b	Content Statement	7	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
Cc_Reading 7.L.5c	Content Statement	7	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
Cc_Reading 7.L.6	Content Statement	7	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	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 5.RF.4	Content Statement	5	Read with sufficient accuracy and fluency to support comprehension.

Code	Standard Level	By Grade	Description
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 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 History/Social Studies
	Strand		Craft and Structure
Cc_Reading 6-8.RH.4	Content Statement	6-8	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
Cc_Reading 6-8.RH.5	Content Statement	6-8	Describe how a text presents information (e.g., sequentially, comparatively, causally).
Cc_Reading 6-8.RH.6	Content Statement	6-8	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
	Strand		Integration of Knowledge and Ideas
Cc_Reading 6-8.RH.7	Content Statement	6-8	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
Cc_Reading 6-8.RH.8	Content Statement	6-8	Distinguish among fact, opinion, and reasoned judgment in a text.
Cc_Reading 6-8.RH.9	Content Statement	6-8	Analyze the relationship between a primary and secondary source on the same topic.
	Strand		Key Ideas and Details
Cc_Reading 6-8.RH.1	Content Statement	6-8	Cite specific textual evidence to support analysis of primary and secondary sources.
Cc_Reading 6-8.RH.2	Content Statement	6-8	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
Cc_Reading 6-8.RH.3	Content Statement	6-8	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
	Strand		Range of Reading and Level of Text Complexity
Cc_Reading 6-8.RH.10	Content Statement	6-8	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
	Standard		Reading Informational
	Strand		Craft and Structure
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.
Cc_Reading 6.RI.4	Content Statement	6	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
Cc_Reading 6.RI.5	Content Statement	6	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
Cc_Reading 6.RI.6	Content Statement	6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Code	Standard Level	By Grade	Description
Cc_Reading 7.RI.4	Content Statement	7	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
Cc_Reading 7.RI.5	Content Statement	7	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
Cc_Reading 7.RI.6	Content Statement	7	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
	Strand		Integration of Knowledge and Ideas
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.
Cc_Reading 6.RI.7	Content Statement	6	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
Cc_Reading 6.RI.8	Content Statement	6	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
Cc_Reading 6.RI.9	Content Statement	6	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Cc_Reading 7.RI.7	Content Statement	7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
Cc_Reading 7.RI.8	Content Statement	7	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
Cc_Reading 7.RI.9	Content Statement	7	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
	Strand		Key Ideas and Details
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.
Cc_Reading 6.RI.1	Content Statement	6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Cc_Reading 6.RI.2	Content Statement	6	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Cc_Reading 6.RI.3	Content Statement	6	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
Cc_Reading 7.RI.1	Content Statement	7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Cc_Reading 7.RI.2	Content Statement	7	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
Cc_Reading 7.RI.3	Content Statement	7	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
	Strand		Range of Reading and Level of Text Complexity

Code	Standard Level	By Grade	Description
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.
Cc_Reading 6.RI.10	Content Statement	6	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Cc_Reading 7.RI.10	Content Statement	7	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	Standard		Reading Literature
	Strand		Craft and Structure
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.
Cc_Reading 6.RL.4	Content Statement	6	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
Cc_Reading 6.RL.5	Content Statement	6	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
Cc_Reading 6.RL.6	Content Statement	6	Explain how an author develops the point of view of the narrator or speaker in a text.
Cc_Reading 7.RL.4	Content Statement	7	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
Cc_Reading 7.RL.5	Content Statement	7	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
Cc_Reading 7.RL.6	Content Statement	7	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
	Strand		Integration of Knowledge and Ideas
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.
Cc_Reading 6.RL.7	Content Statement	6	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
Cc_Reading 6.RL.8	Content Statement	6	(Not applicable to literature)
Cc_Reading 6.RL.9	Content Statement	6	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Cc_Reading 7.RL.7	Content Statement	7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
Cc_Reading 7.RL.8	Content Statement	7	(Not applicable to literature)
Cc_Reading 7.RL.9	Content Statement	7	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Code	Standard Level	By Grade	Description
	Strand		Key Ideas and Details
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).
Cc_Reading 6.RL.1	Content Statement	6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Cc_Reading 6.RL.2	Content Statement	6	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Cc_Reading 6.RL.3	Content Statement	6	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Cc_Reading 7.RL.1	Content Statement	7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Cc_Reading 7.RL.2	Content Statement	7	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
Cc_Reading 7.RL.3	Content Statement	7	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
	Strand		Range of Reading and Complexity of Text
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
Cc_Reading 6.RL.10	Content Statement	6	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Cc_Reading 7.RL.10	Content Statement	7	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	Standard		Reading Science/Technical
	Strand		Craft and Structure
Cc_Reading 6-8.RST.4	Content Statement	6-8	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
Cc_Reading 6-8.RST.5	Content Statement	6-8	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
Cc_Reading 6-8.RST.6	Content Statement	6-8	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
	Strand		Integration of Knowledge and Ideas
Cc_Reading 6-8.RST.7	Content Statement	6-8	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
Cc_Reading 6-8.RST.8	Content Statement	6-8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
Cc_Reading 6-8.RST.9	Content Statement	6-8	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
	Strand		Key Ideas and Details
Cc_Reading 6-8.RST.1	Content Statement	6-8	Cite specific textual evidence to support analysis of science and technical texts.
Cc_Reading 6-8.RST.2	Content Statement	6-8	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Code	Standard Level	By Grade	Description
Cc_Reading 6-8.RST.3	Content Statement	6-8	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
	Strand		Range of Reading and Level of Text Complexity
Cc_Reading 6-8.RST.10	Content Statement	6-8	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
	Standard		Speaking & Listening
	Strand		Comprehension and Collaboration
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.
Cc_Reading 6.SL.1	Content Statement	6	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
Cc_Reading 6.SL.1a	Content Statement	6	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
Cc_Reading 6.SL.1b	Content Statement	6	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
Cc_Reading 6.SL.1c	Content Statement	6	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
Cc_Reading 6.SL.1d	Content Statement	6	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
Cc_Reading 6.SL.2	Content Statement	6	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
Cc_Reading 6.SL.3	Content Statement	6	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Cc_Reading 7.SL.1	Content Statement	7	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
Cc_Reading 7.SL.1a	Content Statement	7	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
Cc_Reading 7.SL.1b	Content Statement	7	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
Cc_Reading 7.SL.1c	Content Statement	7	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
Cc_Reading 7.SL.1d	Content Statement	7	Acknowledge new information expressed by others and, when warranted, modify their own views.
Cc_Reading 7.SL.2	Content Statement	7	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Code	Standard Level	By Grade	Description
Cc_Reading 7.SL.3	Content Statement	7	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
	Strand		Presentation of Knowledge and Ideas
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.
Cc_Reading 6.SL.4	Content Statement	6	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
Cc_Reading 6.SL.5	Content Statement	6	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
Cc_Reading 6.SL.6	Content Statement	6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Cc_Reading 7.SL.4	Content Statement	7	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
Cc_Reading 7.SL.5	Content Statement	7	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
Cc_Reading 7.SL.6	Content Statement	7	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	Standard		Writing
	Strand		Production and Distribution of Writing
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.
Cc_Reading 6.W.4	Content Statement	6	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Cc_Reading 6.W.5	Content Statement	6	With some 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 6.W.6	Content Statement	6	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 three pages in a single sitting.
Cc_Reading 7.W.4	Content Statement	7	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Cc_Reading 7.W.5	Content Statement	7	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
Cc_Reading 7.W.6	Content Statement	7	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Code	Standard Level	By Grade	Description
	Strand		Range of Writing
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.
Cc_Reading 6.W.10	Content Statement	6	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
Cc_Reading 7.W.10	Content Statement	7	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 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]”).
Cc_Reading 6.W.7	Content Statement	6	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
Cc_Reading 6.W.8	Content Statement	6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
Cc_Reading 6.W.9	Content Statement	6	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Cc_Reading 6.W.9a	Content Statement	6	Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
Cc_Reading 6.W.9b	Content Statement	6	Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
Cc_Reading 7.W.7	Content Statement	7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
Cc_Reading 7.W.8	Content Statement	7	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Cc_Reading 7.W.9	Content Statement	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Cc_Reading 7.W.9b	Content Statement	7	Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
Cc_Reading 7.W.9a	Content Statement	7	Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
	Strand		Text Types and Purposes
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.

Code	Standard Level	By Grade	Description
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.
Cc_Reading 6.W.1	Content Statement	6	Write arguments to support claims with clear reasons and relevant evidence.
Cc_Reading 6.W.1a	Content Statement	6	Introduce claim(s) and organize the reasons and evidence clearly.
Cc_Reading 6.W.1b	Content Statement	6	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
Cc_Reading 6.W.1c	Content Statement	6	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
Cc_Reading 6.W.1d	Content Statement	6	Establish and maintain a formal style.
Cc_Reading 6.W.1e	Content Statement	6	Provide a concluding statement or section that follows from the argument presented.
Cc_Reading 6.W.2	Content Statement	6	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Cc_Reading 6.W.2a	Content Statement	6	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
Cc_Reading 6.W.2b	Content Statement	6	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
Cc_Reading 6.W.2c	Content Statement	6	Use appropriate transitions to clarify the relationships among ideas and concepts.
Cc_Reading 6.W.2d	Content Statement	6	Use precise language and domain-specific vocabulary to inform about or explain the topic.
Cc_Reading 6.W.2e	Content Statement	6	Establish and maintain a formal style.

Code	Standard Level	By Grade	Description
Cc_Reading 6.W.2f	Content Statement	6	Provide a concluding statement or section that follows from the information or explanation presented.
Cc_Reading 6.W.3	Content Statement	6	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Cc_Reading 6.W.3a	Content Statement	6	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
Cc_Reading 6.W.3b	Content Statement	6	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
Cc_Reading 6.W.3c	Content Statement	6	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
Cc_Reading 6.W.3d	Content Statement	6	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
Cc_Reading 6.W.3e	Content Statement	6	Provide a conclusion that follows from the narrated experiences or events.
Cc_Reading 7.W.1	Content Statement	7	Write arguments to support claims with clear reasons and relevant evidence.
Cc_Reading 7.W.1a	Content Statement	7	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
Cc_Reading 7.W.1b	Content Statement	7	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
Cc_Reading 7.W.1c	Content Statement	7	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
Cc_Reading 7.W.1d	Content Statement	7	Establish and maintain a formal style.
Cc_Reading 7.W.1e	Content Statement	7	Provide a concluding statement or section that follows from and supports the argument presented.
Cc_Reading 7.W.2	Content Statement	7	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Cc_Reading 7.W.2a	Content Statement	7	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
Cc_Reading 7.W.2b	Content Statement	7	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
Cc_Reading 7.W.2c	Content Statement	7	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
Cc_Reading 7.W.2d	Content Statement	7	Use precise language and domain-specific vocabulary to inform about or explain the topic.
Cc_Reading 7.W.2e	Content Statement	7	Establish and maintain a formal style.
Cc_Reading 7.W.2f	Content Statement	7	Provide a concluding statement or section that follows from and supports the information or explanation presented.
Cc_Reading 7.W.3	Content Statement	7	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Cc_Reading 7.W.3a	Content Statement	7	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
Cc_Reading 7.W.3b	Content Statement	7	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
Cc_Reading 7.W.3c	Content Statement	7	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
Cc_Reading 7.W.3d	Content Statement	7	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Code	Standard Level	By Grade	Description
Cc_Reading 7.W.3e	Content Statement	7	Provide a conclusion that follows from and reflects on the narrated experiences or events.
	Standard		Writing HS/S/T
	Strand		Production and Distribution of Writing
Cc_Reading 6-8.WHST.4	Content Statement	6-8	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Cc_Reading 6-8.WHST.5	Content Statement	6-8	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
Cc_Reading 6-8.WHST.6	Content Statement	6-8	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
	Strand		Range of Writing
Cc_Reading 6-8.WHST.10	Content Statement	6-8	Write routinely over extended time frames (time for 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 6-8.WHST.7	Content Statement	6-8	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
Cc_Reading 6-8.WHST.8	Content Statement	6-8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Cc_Reading 6-8.WHST.9	Content Statement	6-8	Draw evidence from informational texts to support analysis reflection, and research.
	Strand		Text Types and Purposes
Cc_Reading 6-8.WHST.1	Content Statement	6-8	Write arguments focused on discipline-specific content.
Cc_Reading 6-8.WHST.1a	Content Statement	6-8	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
Cc_Reading 6-8.WHST.1b	Content Statement	6-8	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
Cc_Reading 6-8.WHST.1c	Content Statement	6-8	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
Cc_Reading 6-8.WHST.1d	Content Statement	6-8	Establish and maintain a formal style.
Cc_Reading 6-8.WHST.1e	Content Statement	6-8	Provide a concluding statement or section that follows from and supports the argument presented.
Cc_Reading 6-8.WHST.2	Content Statement	6-8	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
Cc_Reading 6-8.WHST.2a	Content Statement	6-8	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
Cc_Reading 6-8.WHST.2b	Content Statement	6-8	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
Cc_Reading 6-8.WHST.2c	Content Statement	6-8	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
Cc_Reading 6-8.WHST.2d	Content Statement	6-8	Use precise language and domain-specific vocabulary to inform about or explain the topic.
Cc_Reading 6-8.WHST.2e	Content Statement	6-8	Establish and maintain a formal style and objective tone.
Cc_Reading 6-8.WHST.2f	Content Statement	6-8	Provide a concluding statement or section that follows from and supports the information or explanation presented.

Code	Standard Level	By Grade	Description
Cc_Reading 6-8.WHST.3	Content Statement	6-8	(See note; not applicable as a separate requirement)
NjS21clc	Content Area		21st-Century Life and Careers
	Standard		21st-Century Life & Career Skills
	Strand		Creativity and Innovation
	Content Statement		Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
	Strand		Collaboration, Teamwork, and Leadership
	Content Statement		Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
	Strand		Cross-Cultural Understanding and Interpersonal Communication
	Content Statement		Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
	Strand		Communication and Media Fluency
	Content Statement		Digital media are 21st-century tools used for local and global communication.
	Strand		Accountability, Productivity, and Ethics
	Content Statement		The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.
	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.
	Strand		Money Management
	Content Statement		Money management involves setting financial goals.
	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.
	Strand		Planning, Saving, and Investing
	Content Statement		Information about investment options
	Strand		Becoming a Critical Consumer
	Content Statement		The ability to prioritize wants and needs assists in making informed investments, purchases, and decisions.
	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.
	Strand		Risk Management and Insurance
	Content Statement		There are common financial risks and ways to manage risks.
	Standard		Career Awareness Exploration and Preparation