

CcByGradePreK

Code	Standard Level	By Grade	Description
Cc_Math	Content Area		
	Standard		Counting And Cardinality
	Strand		Compare Numbers.
Cc_Math K.CC.6	Content Statement	K	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.1
Cc_Math K.CC.7	Content Statement	K	Compare two numbers between 1 and 10 presented as written numerals.
	Strand		Count To Tell The Number Of Objects.
Cc_Math K.CC.4	Content Statement	K	Understand the relationship between numbers and quantities; connect counting to cardinality.
Cc_Math K.CC.4a	Content Statement	K	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
Cc_Math K.CC.4c	Content Statement	K	Understand that each successive number name refers to a quantity that is one larger.
Cc_Math K.CC.4b	Content Statement	K	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
Cc_Math K.CC.5	Content Statement	K	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
	Strand		Know Number Names And The Count Sequence.
Cc_Math K.CC.1	Content Statement	K	Count to 100 by ones and by tens.
Cc_Math K.CC.2	Content Statement	K	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
Cc_Math K.CC.3	Content Statement	K	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
	Standard		Geometry
	Strand		Analyze, Compare, Create, And Compose Shapes.
Cc_Math K.G.4	Content Statement	K	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
Cc_Math K.G.5	Content Statement	K	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
Cc_Math K.G.6	Content Statement	K	Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”
	Strand		Identify And Describe Shapes (Squares, Circles, Triangles, Rectangles, Hexagons, Cubes, Cones, Cylinders, And Spheres).
Cc_Math K.G.1	Content Statement	K	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
Cc_Math K.G.2	Content Statement	K	Correctly name shapes regardless of their orientations or overall size.
Cc_Math K.G.3	Content Statement	K	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
	Standard		Measurement And Data
	Strand		Classify Objects And Count The Number Of Objects In Each Category.
Cc_Math K.MD.3	Content Statement	K	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.3
	Strand		Describe And Compare Measurable Attributes.

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Cc_Math K.MD.1	Content Statement	K	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
Cc_Math K.MD.2	Content Statement	K	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
	Standard		Number And Operations In Base Ten
	Strand		Work With Numbers 11–19 To Gain Foundations For Place Value.
Cc_Math K.NBT.1	Content Statement	K	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
	Standard		Operations And Algebraic Thinking
	Strand		Understand Addition As Putting Together And Adding To, And Understand Subtraction As Taking Apart And Taking From.
Cc_Math K.OA.1	Content Statement	K	Represent addition and subtraction with objects, fingers, mental images, drawings ² , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
Cc_Math K.OA.2	Content Statement	K	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
Cc_Math K.OA.3	Content Statement	K	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
Cc_Math K.OA.4	Content Statement	K	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
Cc_Math K.OA.5	Content Statement	K	Fluently add and subtract within 5.
Cc_Reading	Content Area		
	Standard		Language
	Strand		Conventions of Standard English
Cc_Reading K.L.1	Content Statement	K	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Cc_Reading K.L.1a	Content Statement	K	Print many upper- and lowercase letters.
Cc_Reading K.L.1b	Content Statement	K	Use frequently occurring nouns and verbs.
Cc_Reading K.L.1c	Content Statement	K	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
Cc_Reading K.L.1d	Content Statement	K	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
Cc_Reading K.L.1e	Content Statement	K	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
Cc_Reading K.L.1f	Content Statement	K	Produce and expand complete sentences in shared language activities.
Cc_Reading K.L.2	Content Statement	K	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Cc_Reading K.L.2a	Content Statement	K	Capitalize the first word in a sentence and the pronoun I.
Cc_Reading K.L.2b	Content Statement	K	Recognize and name end punctuation.
Cc_Reading K.L.2c	Content Statement	K	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
Cc_Reading K.L.2d	Content Statement	K	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
	Strand		Knowledge of Language

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Cc_Reading K.L.3	Content Statement	K	(Begins in grade 2)
	Strand		Vocabulary Acquisition and Use
Cc_Reading K.L.4	Content Statement	K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
Cc_Reading K.L.4a	Content Statement	K	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
Cc_Reading K.L.4b	Content Statement	K	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
Cc_Reading K.L.5	Content Statement	K	With guidance and support from adults, explore word relationships and nuances in word meanings.
Cc_Reading K.L.5a	Content Statement	K	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
Cc_Reading K.L.5b	Content Statement	K	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
Cc_Reading K.L.5c	Content Statement	K	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
Cc_Reading K.L.5d	Content Statement	K	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
Cc_Reading K.L.6	Content Statement	K	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
	Standard		Reading Foundational Skills
	Strand		Fluency
Cc_Reading K.RF.4	Content Statement	K	Read emergent-reader texts with purpose and understanding.
	Strand		Phonics and Word recognition
Cc_Reading K.RF.3	Content Statement	K	Know and apply grade-level phonics and word analysis skills in decoding words.
Cc_Reading K.RF.3a	Content Statement	K	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
Cc_Reading K.RF.3b	Content Statement	K	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
Cc_Reading K.RF.3c	Content Statement	K	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
Cc_Reading K.RF.3d	Content Statement	K	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
	Strand		Phonological awareness
Cc_Reading K.RF.2	Content Statement	K	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Cc_Reading K.RF.2a	Content Statement	K	Recognize and produce rhyming words.
Cc_Reading K.RF.2b	Content Statement	K	Count, pronounce, blend, and segment syllables in spoken words.
Cc_Reading K.RF.2c	Content Statement	K	Blend and segment onsets and rimes of single-syllable spoken words.
Cc_Reading K.RF.2d	Content Statement	K	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
Cc_Reading K.RF.2e	Content Statement	K	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
	Strand		Print Concepts
Cc_Reading K.RF.1	Content Statement	K	Demonstrate understanding of the organization and basic features of print.
Cc_Reading K.RF.1a	Content Statement	K	Follow words from left to right, top to bottom, and page by page.

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Cc_Reading K.RF.1b	Content Statement	K	Recognize that spoken words are represented in written language by specific sequences of letters.
Cc_Reading K.RF.1d	Content Statement	K	Recognize and name all upper- and lowercase letters of the alphabet.
Cc_Reading K.RF.1c	Content Statement	K	Understand that words are separated by spaces in print.
	Standard		Reading Informational
	Strand		Craft and Structure
Cc_Reading K.RI.4	Content Statement	K	With prompting and support, ask and answer questions about unknown words in a text.
Cc_Reading K.RI.5	Content Statement	K	Identify the front cover, back cover, and title page of a book.
Cc_Reading K.RI.6	Content Statement	K	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
	Strand		Integration of Knowledge and Ideas
Cc_Reading K.RI.7	Content Statement	K	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
Cc_Reading K.RI.8	Content Statement	K	With prompting and support, identify the reasons an author gives to support points in a text.
Cc_Reading K.RI.9	Content Statement	K	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
	Strand		Key Ideas and Details
Cc_Reading K.RI.1	Content Statement	K	With prompting and support, ask and answer questions about key details in a text.
Cc_Reading K.RI.2	Content Statement	K	With prompting and support, identify the main topic and retell key details of a text.
Cc_Reading K.RI.3	Content Statement	K	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
	Strand		Range of Reading and Level of Text Complexity
Cc_Reading K.RI.10	Content Statement	K	Actively engage in group reading activities with purpose and understanding.
	Standard		Reading Literature
	Strand		Craft and Structure
Cc_Reading K.RL.4	Content Statement	K	Ask and answer questions about unknown words in a text.
Cc_Reading K.RL.5	Content Statement	K	Recognize common types of texts (e.g., storybooks, poems).
Cc_Reading K.RL.6	Content Statement	K	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
	Strand		Integration of Knowledge and Ideas
Cc_Reading K.RL.7	Content Statement	K	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
Cc_Reading K.RL.8	Content Statement	K	(Not applicable to literature)
Cc_Reading K.RL.9	Content Statement	K	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
	Strand		Key Ideas and Details
Cc_Reading K.RL.1	Content Statement	K	With prompting and support, ask and answer questions about key details in a text.
Cc_Reading K.RL.2	Content Statement	K	With prompting and support, retell familiar stories, including key details.
Cc_Reading K.RL.3	Content Statement	K	With prompting and support, identify characters, settings, and major events in a story.

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	Strand		Range of Reading and Level of Text Complexity
Cc_Reading K.RL.10	Content Statement	K	Actively engage in group reading activities with purpose and understanding.
	Standard		Speaking & Listening
	Strand		Comprehension and Collaboration
Cc_Reading K.SL.1	Content Statement	K	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
	Strand		Continue a conversation through multiple exchanges.
Cc_Reading K.SL.2	Content Statement	K	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
Cc_Reading K.SL.3	Content Statement	K	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	Strand		Presentation of Knowledge and Ideas
Cc_Reading K.SL.4	Content Statement	K	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
Cc_Reading K.SL.5	Content Statement	K	Add drawings or other visual displays to descriptions as desired to provide additional detail.
Cc_Reading K.SL.6	Content Statement	K	Speak audibly and express thoughts, feelings, and ideas clearly.
	Standard		Writing
	Strand		Production and Distribution of Writing
Cc_Reading K.W.4	Content Statement	K	(Begins in grade 3)
Cc_Reading K.W.5	Content Statement	K	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
Cc_Reading K.W.6	Content Statement	K	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
	Strand		Range of Writing
Cc_Reading K.W.10	Content Statement	K	(Begins in grade 3)
	Strand		Research to Build and Present Knowledge
Cc_Reading K.W.7	Content Statement	K	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
Cc_Reading K.W.8	Content Statement	K	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Cc_Reading K.W.9	Content Statement	K	(Begins in grade 4)
	Strand		Text Types and Purposes
Cc_Reading K.W.1	Content Statement	K	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
Cc_Reading K.W.2	Content Statement	K	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Cc_Reading K.W.3	Content Statement	K	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.