

CcReadingOverview

Code	Standard Level	By Grade	Description
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.
Cc_Reading 1.L.1	Content Statement	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Cc_Reading 1.L.1a	Content Statement	1	Print all upper- and lowercase letters.
Cc_Reading 1.L.1b	Content Statement	1	Use common, proper, and possessive nouns.
Cc_Reading 1.L.1c	Content Statement	1	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
Cc_Reading 1.L.1d	Content Statement	1	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
Cc_Reading 1.L.1e	Content Statement	1	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
Cc_Reading 1.L.1f	Content Statement	1	Use frequently occurring adjectives.
Cc_Reading 1.L.1g	Content Statement	1	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
Cc_Reading 1.L.1h	Content Statement	1	Use determiners (e.g., articles, demonstratives).
Cc_Reading 1.L.1i	Content Statement	1	Use frequently occurring prepositions (e.g., during, beyond, toward).
Cc_Reading 1.L.1j	Content Statement	1	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
Cc_Reading 1.L.2	Content Statement	1	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Cc_Reading 1.L.2a	Content Statement	1	Capitalize dates and names of people.

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Cc_Reading 1.L.2b	Content Statement	1	Use end punctuation for sentences.
Cc_Reading 1.L.2c	Content Statement	1	Use commas in dates and to separate single words in a series.
Cc_Reading 1.L.2d	Content Statement	1	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
Cc_Reading 1.L.2e	Content Statement	1	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Cc_Reading 2.L.1	Content Statement	2	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Cc_Reading 2.L.1a	Content Statement	2	Use collective nouns (e.g., group).
Cc_Reading 2.L.1b	Content Statement	2	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
Cc_Reading 2.L.1c	Content Statement	2	Use reflexive pronouns (e.g., myself, ourselves).
Cc_Reading 2.L.1d	Content Statement	2	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
Cc_Reading 2.L.1e	Content Statement	2	Use adjectives and adverbs, and choose between them depending on what is to be modified.
Cc_Reading 2.L.1f	Content Statement	2	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
Cc_Reading 2.L.2	Content Statement	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Cc_Reading 2.L.2a	Content Statement	2	Capitalize holidays, product names, and geographic names.
Cc_Reading 2.L.2b	Content Statement	2	Use commas in greetings and closings of letters.
Cc_Reading 2.L.2c	Content Statement	2	Use an apostrophe to form contractions and frequently occurring possessives.
Cc_Reading 2.L.2d	Content Statement	2	Generalize learned spelling patterns when writing words (e.g., cage _ badge; boy _ boil).
Cc_Reading 2.L.2e	Content Statement	2	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Cc_Reading 3.L.1	Content Statement	3	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Cc_Reading 3.L.1a	Content Statement	3	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
Cc_Reading 3.L.1b	Content Statement	3	Form and use regular and irregular plural nouns.
Cc_Reading 3.L.1c	Content Statement	3	Use abstract nouns (e.g., childhood).
Cc_Reading 3.L.1d	Content Statement	3	Form and use regular and irregular verbs.
Cc_Reading 3.L.1e	Content Statement	3	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
Cc_Reading 3.L.1f	Content Statement	3	Ensure subject-verb and pronoun-antecedent agreement.*
Cc_Reading 3.L.1g	Content Statement	3	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
Cc_Reading 3.L.1h	Content Statement	3	Use coordinating and subordinating conjunctions.
Cc_Reading 3.L.1i	Content Statement	3	Produce simple, compound, and complex sentences.
Cc_Reading 3.L.2	Content Statement	3	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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Cc_Reading 3.L.2a	Content Statement	3	Capitalize appropriate words in titles.
Cc_Reading 3.L.2b	Content Statement	3	Use commas in addresses.
Cc_Reading 3.L.2c	Content Statement	3	Use commas and quotation marks in dialogue.
Cc_Reading 3.L.2d	Content Statement	3	Form and use possessives.
Cc_Reading 3.L.2e	Content Statement	3	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
Cc_Reading 3.L.2f	Content Statement	3	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
Cc_Reading 3.L.2g	Content Statement	3	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Cc_Reading 4.L.1	Content Statement	4	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Cc_Reading 4.L.1a	Content Statement	4	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
Cc_Reading 4.L.1b	Content Statement	4	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
Cc_Reading 4.L.1c	Content Statement	4	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
Cc_Reading 4.L.1d	Content Statement	4	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
Cc_Reading 4.L.1e	Content Statement	4	Form and use prepositional phrases.
Cc_Reading 4.L.1f	Content Statement	4	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
Cc_Reading 4.L.1g	Content Statement	4	Correctly use frequently confused words (e.g., to, too, two; there, their).*
Cc_Reading 4.L.2	Content Statement	4	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Cc_Reading 4.L.2a	Content Statement	4	Use correct capitalization.
Cc_Reading 4.L.2b	Content Statement	4	Use commas and quotation marks to mark direct speech and quotations from a text.
Cc_Reading 4.L.2c	Content Statement	4	Use a comma before a coordinating conjunction in a compound sentence.
Cc_Reading 4.L.2d	Content Statement	4	Spell grade-appropriate words correctly, consulting references as needed.
Cc_Reading 5.L.1	Content Statement	5	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Cc_Reading 5.L.2	Content Statement	5	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.*

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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.
Cc_Reading 8.L.1	Content Statement	8	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Cc_Reading 8.L.1a	Content Statement	8	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
Cc_Reading 8.L.1b	Content Statement	8	Form and use verbs in the active and passive voice.
Cc_Reading 8.L.1c	Content Statement	8	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
Cc_Reading 8.L.1d	Content Statement	8	Recognize and correct inappropriate shifts in verb voice and mood.*
Cc_Reading 8.L.2	Content Statement	8	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Cc_Reading 8.L.2a	Content Statement	8	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
Cc_Reading 8.L.2b	Content Statement	8	Use an ellipsis to indicate an omission.
Cc_Reading 8.L.2c	Content Statement	8	Spell correctly.
Cc_Reading 9-10.L.1	Content Statement	9-10	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Cc_Reading 9-10.L.1a	Content Statement	9-10	Use parallel structure.*
Cc_Reading 9-10.L.1b	Content Statement	9-10	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
Cc_Reading 9-10.L.2	Content Statement	9-10	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Cc_Reading 9-10.L.2a	Content Statement	9-10	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
Cc_Reading 9-10.L.2b	Content Statement	9-10	Use a colon to introduce a list or quotation.
Cc_Reading 9-10.L.2c	Content Statement	9-10	Spell correctly.
Cc_Reading 11-12.L.1	Content Statement	11-12	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Cc_Reading 11-12.L.1a	Content Statement	11-12	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
Cc_Reading 11-12.L.1b	Content Statement	11-12	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
Cc_Reading 11-12.L.2	Content Statement	11-12	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Cc_Reading 11-12.L.2a	Content Statement	11-12	Observe hyphenation conventions.
Cc_Reading 11-12.L.2b	Content Statement	11-12	Spell correctly.
	Strand		Knowledge of Language
Cc_Reading K.L.3	Content Statement	K	(Begins in grade 2)
Cc_Reading 1.L.3	Content Statement	1	(Begins in grade 2)

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Cc_Reading 2.L.3	Content Statement	2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Cc_Reading 2.L.3a	Content Statement	2	Compare formal and informal uses of English.
Cc_Reading 3.L.3	Content Statement	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Cc_Reading 3.L.3a	Content Statement	3	Choose words and phrases for effect.*
Cc_Reading 3.L.3b	Content Statement	3	Recognize and observe differences between the conventions of spoken and written standard English.
Cc_Reading 4.L.3	Content Statement	4	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Cc_Reading 4.L.3a	Content Statement	4	Choose words and phrases to convey ideas precisely.*
Cc_Reading 4.L.3b	Content Statement	4	Choose punctuation for effect.*
Cc_Reading 4.L.3c	Content Statement	4	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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.*
Cc_Reading 8.L.3	Content Statement	8	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Cc_Reading 8.L.3a	Content Statement	8	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
Cc_Reading 9-10.L.3	Content Statement	9-10	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Cc_Reading 9-10.L.3a	Content Statement	9-10	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
Cc_Reading 11-12.L.3	Content Statement	11-12	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Cc_Reading 11-12.L.3a	Content Statement	11-12	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
	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.

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Cc_Reading K.L.5a	Content Statement	K	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
Cc_Reading K.L.5b	Content Statement	K	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
Cc_Reading K.L.5c	Content Statement	K	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
Cc_Reading K.L.5d	Content Statement	K	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
Cc_Reading K.L.6	Content Statement	K	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Cc_Reading 1.L.4	Content Statement	1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
Cc_Reading 1.L.4a	Content Statement	1	Use sentence-level context as a clue to the meaning of a word or phrase.
Cc_Reading 1.L.4b	Content Statement	1	Use frequently occurring affixes as a clue to the meaning of a word.
Cc_Reading 1.L.4c	Content Statement	1	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
Cc_Reading 1.L.5	Content Statement	1	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
Cc_Reading 1.L.5a	Content Statement	1	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
Cc_Reading 1.L.5b	Content Statement	1	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
Cc_Reading 1.L.5c	Content Statement	1	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
Cc_Reading 1.L.5d	Content Statement	1	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
Cc_Reading 1.L.6	Content Statement	1	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
Cc_Reading 2.L.4	Content Statement	2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
Cc_Reading 2.L.4a	Content Statement	2	Use sentence-level context as a clue to the meaning of a word or phrase.
Cc_Reading 2.L.4b	Content Statement	2	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
Cc_Reading 2.L.4c	Content Statement	2	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
Cc_Reading 2.L.4d	Content Statement	2	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
Cc_Reading 2.L.4e	Content Statement	2	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
Cc_Reading 2.L.5	Content Statement	2	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
Cc_Reading 2.L.5a	Content Statement	2	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
Cc_Reading 2.L.5b	Content Statement	2	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
Cc_Reading 2.L.6	Content Statement	2	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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Cc_Reading 3.L.4	Content Statement	3	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
Cc_Reading 3.L.4a	Content Statement	3	Use sentence-level context as a clue to the meaning of a word or phrase.
Cc_Reading 3.L.4b	Content Statement	3	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
Cc_Reading 3.L.4c	Content Statement	3	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
Cc_Reading 3.L.4d	Content Statement	3	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
Cc_Reading 3.L.5	Content Statement	3	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
Cc_Reading 3.L.5a	Content Statement	3	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
Cc_Reading 3.L.5b	Content Statement	3	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
Cc_Reading 3.L.5c	Content Statement	3	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
Cc_Reading 3.L.6	Content Statement	3	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
Cc_Reading 4.L.4	Content Statement	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
Cc_Reading 4.L.4a	Content Statement	4	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
Cc_Reading 4.L.4b	Content Statement	4	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
Cc_Reading 4.L.4c	Content Statement	4	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
Cc_Reading 4.L.5	Content Statement	4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Cc_Reading 4.L.5a	Content Statement	4	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
Cc_Reading 4.L.5b	Content Statement	4	Recognize and explain the meaning of common idioms, adages, and proverbs.
Cc_Reading 4.L.5c	Content Statement	4	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
Cc_Reading 4.L.6	Content Statement	4	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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.

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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.
Cc_Reading 8.L.4	Content Statement	8	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
Cc_Reading 8.L.4a	Content Statement	8	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 8.L.4b	Content Statement	8	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
Cc_Reading 8.L.4c	Content Statement	8	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 8.L.4d	Content Statement	8	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 8.L.5	Content Statement	8	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Cc_Reading 8.L.5a	Content Statement	8	Interpret figures of speech (e.g. verbal irony, puns) in context.
Cc_Reading 8.L.5b	Content Statement	8	Use the relationship between particular words to better understand each of the words.
Cc_Reading 8.L.5c	Content Statement	8	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
Cc_Reading 8.L.6	Content Statement	8	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 9-10.L.4	Content Statement	9-10	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
Cc_Reading 9-10.L.4a	Content Statement	9-10	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
Cc_Reading 9-10.L.4b	Content Statement	9-10	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
Cc_Reading 9-10.L.4c	Content Statement	9-10	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, its part of speech, or its etymology.

Code	Standard Level	By Grade	Description
Cc_Reading 9-10.L.4d	Content Statement	9-10	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 9-10.L.5	Content Statement	9-10	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Cc_Reading 9-10.L.5a	Content Statement	9-10	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
Cc_Reading 9-10.L.5b	Content Statement	9-10	Analyze nuances in the meaning of words with similar denotations.
Cc_Reading 9-10.L.6	Content Statement	9-10	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Cc_Reading 11-12.L.4	Content Statement	11-12	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
Cc_Reading 11-12.L.4a	Content Statement	11-12	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
Cc_Reading 11-12.L.4b	Content Statement	11-12	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
Cc_Reading 11-12.L.4c	Content Statement	11-12	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, its part of speech, its etymology, or its standard usage.
Cc_Reading 11-12.L.4d	Content Statement	11-12	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 11-12.L.5	Content Statement	11-12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Cc_Reading 11-12.L.5a	Content Statement	11-12	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
Cc_Reading 11-12.L.5b	Content Statement	11-12	Analyze nuances in the meaning of words with similar denotations.
Cc_Reading 11-12.L.6	Content Statement	11-12	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering 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).

Code	Standard Level	By Grade	Description
	Standard		Reading Foundational Skills
	Strand		Fluency
Cc_Reading K.RF.4	Content Statement	K	Read emergent-reader texts with purpose and understanding.
Cc_Reading 1.RF.4	Content Statement	1	Read with sufficient accuracy and fluency to support comprehension.
Cc_Reading 1.RF.4a	Content Statement	1	Read on-level text with purpose and understanding.
Cc_Reading 1.RF.4b	Content Statement	1	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Cc_Reading 1.RF.4c	Content Statement	1	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Cc_Reading 2.RF.4	Content Statement	2	Read with sufficient accuracy and fluency to support comprehension.
Cc_Reading 2.RF.4c	Content Statement	2	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Cc_Reading 2.RF.4b	Content Statement	2	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Cc_Reading 2.RF.4a	Content Statement	2	Read on-level text with purpose and understanding.
Cc_Reading 3.RF.4	Content Statement	3	Read with sufficient accuracy and fluency to support comprehension.
Cc_Reading 3.RF.4c	Content Statement	3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Cc_Reading 3.RF.4b	Content Statement	3	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
Cc_Reading 3.RF.4a	Content Statement	3	Read on-level text with purpose and understanding.
Cc_Reading 4.RF.4	Content Statement	4	Read with sufficient accuracy and fluency to support comprehension.
Cc_Reading 4.RF.4a	Content Statement	4	Read on-level text with purpose and understanding.
Cc_Reading 4.RF.4b	Content Statement	4	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
Cc_Reading 4.RF.4c	Content Statement	4	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Cc_Reading 5.RF.4	Content Statement	5	Read with sufficient accuracy and fluency to support comprehension.
Cc_Reading 5.RF.4a	Content Statement	5	Read on-level text with purpose and understanding.
Cc_Reading 5.RF.4b	Content Statement	5	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
Cc_Reading 5.RF.4c	Content Statement	5	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Strand		Phonics and Word recognition
Cc_Reading 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.

Code	Standard Level	By Grade	Description
Cc_Reading 1.RF.3a	Content Statement	1	Know the spelling-sound correspondences for common consonant digraphs.
Cc_Reading 1.RF.3	Content Statement	1	Know and apply grade-level phonics and word analysis skills in decoding words.
Cc_Reading 1.RF.3b	Content Statement	1	Decode regularly spelled one-syllable words.
Cc_Reading 1.RF.3c	Content Statement	1	Know final -e and common vowel team conventions for representing long vowel sounds.
Cc_Reading 1.RF.3g	Content Statement	1	Recognize and read grade-appropriate irregularly spelled words.
Cc_Reading 1.RF.3e	Content Statement	1	Decode two-syllable words following basic patterns by breaking the words into syllables.
Cc_Reading 1.RF.3f	Content Statement	1	Read words with inflectional endings.
Cc_Reading 1.RF.3d	Content Statement	1	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
Cc_Reading 2.RF.3	Content Statement	2	Know and apply grade-level phonics and word analysis skills in decoding words.
Cc_Reading 2.RF.3f	Content Statement	2	Recognize and read grade-appropriate irregularly spelled words.
Cc_Reading 2.RF.3b	Content Statement	2	Know spelling-sound correspondences for additional common vowel teams.
Cc_Reading 2.RF.3c	Content Statement	2	Decode regularly spelled two-syllable words with long vowels.
Cc_Reading 2.RF.3d	Content Statement	2	Decode words with common prefixes and suffixes.
Cc_Reading 2.RF.3e	Content Statement	2	Identify words with inconsistent but common spelling-sound correspondences.
Cc_Reading 2.RF.3a	Content Statement	2	Distinguish long and short vowels when reading regularly spelled one-syllable words.
Cc_Reading 3.RF.3	Content Statement	3	Know and apply grade-level phonics and word analysis skills in decoding words.
Cc_Reading 3.RF.3a	Content Statement	3	Identify and know the meaning of the most common prefixes and derivational suffixes.
Cc_Reading 3.RF.3b	Content Statement	3	Decode words with common Latin suffixes.
Cc_Reading 3.RF.3c	Content Statement	3	Decode multisyllable words.
Cc_Reading 3.RF.3d	Content Statement	3	Read grade-appropriate irregularly spelled words.
Cc_Reading 4.RF.3	Content Statement	4	Know and apply grade-level phonics and word analysis skills in decoding words.
Cc_Reading 4.RF.3a	Content Statement	4	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Cc_Reading 5.RF.3	Content Statement	5	Know and apply grade-level phonics and word analysis skills in decoding words.
Cc_Reading 5.RF.3a	Content Statement	5	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
	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.

Code	Standard Level	By Grade	Description
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 (consonant-vowel-consonant, 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.
Cc_Reading 1.RF.2	Content Statement	1	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Cc_Reading 1.RF.2a	Content Statement	1	Distinguish long from short vowel sounds in spoken single-syllable words.
Cc_Reading 1.RF.2b	Content Statement	1	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
Cc_Reading 1.RF.2c	Content Statement	1	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
Cc_Reading 1.RF.2d	Content Statement	1	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Strand		Print Concepts	
Cc_Reading K.RF.1	Content Statement	K	Demonstrate understanding of the organization and basic features of print.
Cc_Reading K.RF.1a	Content Statement	K	Follow words from left to right, top to bottom, and page by page.
Cc_Reading K.RF.1b	Content Statement	K	Recognize that spoken words are represented in written language by specific sequences of letters.
Cc_Reading K.RF.1d	Content Statement	K	Recognize and name all upper- and lowercase letters of the alphabet.
Cc_Reading K.RF.1c	Content Statement	K	Understand that words are separated by spaces in print.
Cc_Reading 1.RF.1	Content Statement	1	Demonstrate understanding of the organization and basic features of print.
Cc_Reading 1.RF.1a	Content Statement	1	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Standard		Reading 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).
Cc_Reading 9-10.RH.4	Content Statement	9-10	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
Cc_Reading 9-10.RH.5	Content Statement	9-10	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
Cc_Reading 9-10.RH.6	Content Statement	9-10	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Cc_Reading 11-12.RH.4	Content Statement	11-12	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
Cc_Reading 11-12.RH.5	Content Statement	11-12	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
Cc_Reading 11-12.RH.6	Content Statement	11-12	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Strand		Integration of Knowledge and Ideas	

Code	Standard Level	By Grade	Description
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.
Cc_Reading 9-10.RH.7	Content Statement	9-10	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
Cc_Reading 9-10.RH.8	Content Statement	9-10	Assess the extent to which the reasoning and evidence in a text support the author's claims.
Cc_Reading 9-10.RH.9	Content Statement	9-10	Compare and contrast treatments of the same topic in several primary and secondary sources.
Cc_Reading 11-12.RH.7	Content Statement	11-12	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
Cc_Reading 11-12.RH.8	Content Statement	11-12	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
Cc_Reading 11-12.RH.9	Content Statement	11-12	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
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).
Cc_Reading 9-10.RH.1	Content Statement	9-10	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
Cc_Reading 9-10.RH.2	Content Statement	9-10	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
Cc_Reading 9-10.RH.3	Content Statement	9-10	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
Cc_Reading 11-12.RH.1	Content Statement	11-12	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
Cc_Reading 11-12.RH.2	Content Statement	11-12	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
Cc_Reading 11-12.RH.3	Content Statement	11-12	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
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.
Cc_Reading 9-10.RH.10	Content Statement	9-10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
Cc_Reading 11-12.RH.10	Content Statement	11-12	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
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.

Code	Standard Level	By Grade	Description
Cc_Reading K.RI.5	Content Statement	K	Identify the front cover, back cover, and title page of a book.
Cc_Reading K.RI.6	Content Statement	K	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Cc_Reading 1.RI.4	Content Statement	1	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
Cc_Reading 1.RI.5	Content Statement	1	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
Cc_Reading 1.RI.6	Content Statement	1	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Cc_Reading 2.RI.4	Content Statement	2	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
Cc_Reading 2.RI.5	Content Statement	2	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
Cc_Reading 2.RI.6	Content Statement	2	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Cc_Reading 3.RI.4	Content Statement	3	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
Cc_Reading 3.RI.5	Content Statement	3	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
Cc_Reading 3.RI.6	Content Statement	3	Distinguish their own point of view from that of the author of a text.
Cc_Reading 4.RI.4	Content Statement	4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
Cc_Reading 4.RI.5	Content Statement	4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
Cc_Reading 4.RI.6	Content Statement	4	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Cc_Reading 5.RI.4	Content Statement	5	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
Cc_Reading 5.RI.5	Content Statement	5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
Cc_Reading 5.RI.6	Content Statement	5	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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.
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.
Cc_Reading 8.RI.4	Content Statement	8	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Cc_Reading 8.RI.5	Content Statement	8	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Code	Standard Level	By Grade	Description
Cc_Reading 8.RI.6	Content Statement	8	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Cc_Reading 9-10.RI.4	Content Statement	9-10	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
Cc_Reading 9-10.RI.5	Content Statement	9-10	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Cc_Reading 9-10.RI.6	Content Statement	9-10	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Cc_Reading 11-12.RI.4	Content Statement	11-12	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
Cc_Reading 11-12.RI.5	Content Statement	11-12	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
Cc_Reading 11-12.RI.6	Content Statement	11-12	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the 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).
Cc_Reading 1.RI.7	Content Statement	1	Use the illustrations and details in a text to describe its key ideas.
Cc_Reading 1.RI.8	Content Statement	1	Identify the reasons an author gives to support points in a text.
Cc_Reading 1.RI.9	Content Statement	1	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Cc_Reading 2.RI.7	Content Statement	2	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
Cc_Reading 2.RI.8	Content Statement	2	Describe how reasons support specific points the author makes in a text.
Cc_Reading 2.RI.9	Content Statement	2	Compare and contrast the most important points presented by two texts on the same topic.
Cc_Reading 3.RI.7	Content Statement	3	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
Cc_Reading 3.RI.8	Content Statement	3	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
Cc_Reading 3.RI.9	Content Statement	3	Compare and contrast the most important points and key details presented in two texts on the same topic.
Cc_Reading 4.RI.7	Content Statement	4	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
Cc_Reading 4.RI.8	Content Statement	4	Explain how an author uses reasons and evidence to support particular points in a text.
Cc_Reading 4.RI.9	Content Statement	4	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Code	Standard Level	By Grade	Description
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.
Cc_Reading 8.RI.7	Content Statement	8	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
Cc_Reading 8.RI.8	Content Statement	8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
Cc_Reading 8.RI.9	Content Statement	8	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Cc_Reading 9-10.RI.7	Content Statement	9-10	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
Cc_Reading 9-10.RI.8	Content Statement	9-10	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Cc_Reading 9-10.RI.9	Content Statement	9-10	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
Cc_Reading 11-12.RI.7	Content Statement	11-12	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Cc_Reading 11-12.RI.8	Content Statement	11-12	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
Cc_Reading 11-12.RI.9	Content Statement	11-12	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
	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.

Code	Standard Level	By Grade	Description
Cc_Reading K.RI.3	Content Statement	K	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Cc_Reading 1.RI.1	Content Statement	1	Ask and answer questions about key details in a text.
Cc_Reading 1.RI.2	Content Statement	1	Identify the main topic and retell key details of a text.
Cc_Reading 1.RI.3	Content Statement	1	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Cc_Reading 2.RI.1	Content Statement	2	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Cc_Reading 2.RI.2	Content Statement	2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
Cc_Reading 2.RI.3	Content Statement	2	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Cc_Reading 3.RI.1	Content Statement	3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Cc_Reading 3.RI.2	Content Statement	3	Determine the main idea of a text; recount the key details and explain how they support the main idea.
Cc_Reading 3.RI.3	Content Statement	3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Cc_Reading 4.RI.1	Content Statement	4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Cc_Reading 4.RI.2	Content Statement	4	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Cc_Reading 4.RI.3	Content Statement	4	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Cc_Reading 5.RI.1	Content Statement	5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Cc_Reading 5.RI.2	Content Statement	5	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Cc_Reading 5.RI.3	Content Statement	5	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
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).
Cc_Reading 8.RI.1	Content Statement	8	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Cc_Reading 8.RI.2	Content Statement	8	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
Cc_Reading 8.RI.3	Content Statement	8	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Code	Standard Level	By Grade	Description
Cc_Reading 9-10.RI.1	Content Statement	9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Cc_Reading 9-10.RI.2	Content Statement	9-10	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Cc_Reading 9-10.RI.3	Content Statement	9-10	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Cc_Reading 11-12.RI.1	Content Statement	11-12	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Cc_Reading 11-12.RI.2	Content Statement	11-12	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
Cc_Reading 11-12.RI.3	Content Statement	11-12	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Strand		Range of Reading and Level of Text Complexity	
Cc_Reading K.RI.10	Content Statement	K	Actively engage in group reading activities with purpose and understanding.
Cc_Reading 1.RI.10	Content Statement	1	With prompting and support, read informational texts appropriately complex for grade 1.
Cc_Reading 2.RI.10	Content Statement	2	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Cc_Reading 3.RI.10	Content Statement	3	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
Cc_Reading 4.RI.10	Content Statement	4	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Cc_Reading 5.RI.10	Content Statement	5	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
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.
Cc_Reading 8.RI.10	Content Statement	8	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
Cc_Reading 9-10.RI.10	Content Statement	9-10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Cc_Reading 11-12.RI.10	Content Statement	11-12	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
Standard		Reading Literature	
Strand		Craft and Structure	
Cc_Reading K.RL.4	Content Statement	K	Ask and answer questions about unknown words in a text.
Cc_Reading K.RL.5	Content Statement	K	Recognize common types of texts (e.g., storybooks, poems).
Cc_Reading K.RL.6	Content Statement	K	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Code	Standard Level	By Grade	Description
Cc_Reading 1.RL.4	Content Statement	1	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
Cc_Reading 1.RL.5	Content Statement	1	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
Cc_Reading 1.RL.6	Content Statement	1	Identify who is telling the story at various points in a text.
Cc_Reading 2.RL.4	Content Statement	2	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Cc_Reading 2.RL.5	Content Statement	2	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
Cc_Reading 2.RL.6	Content Statement	2	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Cc_Reading 3.RL.4	Content Statement	3	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
Cc_Reading 3.RL.5	Content Statement	3	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
Cc_Reading 3.RL.6	Content Statement	3	Distinguish their own point of view from that of the narrator or those of the characters.
Cc_Reading 4.RL.4	Content Statement	4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
Cc_Reading 4.RL.5	Content Statement	4	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
Cc_Reading 4.RL.6	Content Statement	4	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
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.
Cc_Reading 8.RL.4	Content Statement	8	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Cc_Reading 8.RL.5	Content Statement	8	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Code	Standard Level	By Grade	Description
Cc_Reading 8.RL.6	Content Statement	8	nalyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Cc_Reading 9-10.RL.4	Content Statement	9-10	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
Cc_Reading 9-10.RL.5	Content Statement	9-10	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
Cc_Reading 9-10.RL.6	Content Statement	9-10	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
Cc_Reading 11-12.RL.4	Content Statement	11-12	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
Cc_Reading 11-12.RL.5	Content Statement	11-12	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
Cc_Reading 11-12.RL.6	Content Statement	11-12	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
	Strand		Integration of Knowledge and Ideas
Cc_Reading K.RL.7	Content Statement	K	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
Cc_Reading K.RL.8	Content Statement	K	(Not applicable to literature)
Cc_Reading K.RL.9	Content Statement	K	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Cc_Reading 1.RL.7	Content Statement	1	Use illustrations and details in a story to describe its characters, setting, or events.
Cc_Reading 1.RL.8	Content Statement	1	(Not applicable to literature)
Cc_Reading 1.RL.9	Content Statement	1	Compare and contrast the adventures and experiences of characters in stories.
Cc_Reading 2.RL.7	Content Statement	2	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Cc_Reading 2.RL.8	Content Statement	2	(Not applicable to literature)
Cc_Reading 2.RL.9	Content Statement	2	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Cc_Reading 3.RL.7	Content Statement	3	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
Cc_Reading 3.RL.8	Content Statement	3	(Not applicable to literature)
Cc_Reading 3.RL.9	Content Statement	3	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Cc_Reading 4.RL.7	Content Statement	4	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
Cc_Reading 4.RL.8	Content Statement	4	(Not applicable to literature)
Cc_Reading 4.RL.9	Content Statement	4	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Code	Standard Level	By Grade	Description
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.
Cc_Reading 8.RL.7	Content Statement	8	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
Cc_Reading 8.RL.8	Content Statement	8	(Not applicable to literature)
Cc_Reading 8.RL.9	Content Statement	8	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Cc_Reading 9-10.RL.7	Content Statement	9-10	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
Cc_Reading 9-10.RL.8	Content Statement	9-10	(Not applicable to literature)
Cc_Reading 9-10.RL.9	Content Statement	9-10	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
Cc_Reading 11-12.RL.7	Content Statement	11-12	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
Cc_Reading 11-12.RL.8	Content Statement	11-12	(Not applicable to literature)
Cc_Reading 11-12.RL.9	Content Statement	11-12	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Strand		Key Ideas and Details	
Cc_Reading K.RL.1	Content Statement	K	With prompting and support, ask and answer questions about key details in a text.
Cc_Reading K.RL.2	Content Statement	K	With prompting and support, retell familiar stories, including key details.
Cc_Reading K.RL.3	Content Statement	K	With prompting and support, identify characters, settings, and major events in a story.
Cc_Reading 1.RL.1	Content Statement	1	Ask and answer questions about key details in a text.

Code	Standard Level	By Grade	Description
Cc_Reading 1.RL.2	Content Statement	1	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Cc_Reading 1.RL.3	Content Statement	1	Describe characters, settings, and major events in a story, using key details.
Cc_Reading 2.RL.1	Content Statement	2	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Cc_Reading 2.RL.2	Content Statement	2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
Cc_Reading 2.RL.3	Content Statement	2	Describe how characters in a story respond to major events and challenges.
Cc_Reading 3.RL.1	Content Statement	3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Cc_Reading 3.RL.2	Content Statement	3	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
Cc_Reading 3.RL.3	Content Statement	3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Cc_Reading 4.RL.1	Content Statement	4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Cc_Reading 4.RL.2	Content Statement	4	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Cc_Reading 4.RL.3	Content Statement	4	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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).
Cc_Reading 8.RL.1	Content Statement	8	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Cc_Reading 8.RL.2	Content Statement	8	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
Cc_Reading 8.RL.3	Content Statement	8	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Cc_Reading 9-10.RL.1	Content Statement	9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Cc_Reading 9-10.RL.2	Content Statement	9-10	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Code	Standard Level	By Grade	Description
Cc_Reading 9-10.RL.3	Content Statement	9-10	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Cc_Reading 11-12.RL.1	Content Statement	11-12	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Cc_Reading 11-12.RL.2	Content Statement	11-12	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
Cc_Reading 11-12.RL.3	Content Statement	11-12	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Strand		Range of Reading and Complexity of Text	
Cc_Reading 3.RL.10	Content Statement	3	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
Cc_Reading 4.RL.10	Content Statement	4	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Cc_Reading 5.RL.10	Content Statement	5	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
Strand		Range of Reading and Level of Text Complexity	
Cc_Reading K.RL.10	Content Statement	K	Actively engage in group reading activities with purpose and understanding.
Cc_Reading 1.RL.10	Content Statement	1	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
Cc_Reading 2.RL.10	Content Statement	2	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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.
Cc_Reading 8.RL.10	Content Statement	8	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
Cc_Reading 9-10.RL.10	Content Statement	9-10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Cc_Reading 11-12.RL.10	Content Statement	11-12	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR 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.
Cc_Reading 9-10.RST.4	Content Statement	9-10	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 9–10 texts and topics.

Code	Standard Level	By Grade	Description
Cc_Reading 9-10.RST.5	Content Statement	9-10	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
Cc_Reading 9-10.RST.6	Content Statement	9-10	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
Cc_Reading 11-12.RST.4	Content Statement	11-12	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 11–12 texts and topics.
Cc_Reading 11-12.RST.5	Content Statement	11-12	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
Cc_Reading 11-12.RST.6	Content Statement	11-12	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
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.
Cc_Reading 9-10.RST.7	Content Statement	9-10	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
Cc_Reading 9-10.RST.8	Content Statement	9-10	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
Cc_Reading 9-10.RST.9	Content Statement	9-10	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
Cc_Reading 11-12.RST.7	Content Statement	11-12	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
Cc_Reading 11-12.RST.8	Content Statement	11-12	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
Cc_Reading 11-12.RST.9	Content Statement	11-12	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
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.
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.
Cc_Reading 9-10.RST.1	Content Statement	9-10	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
Cc_Reading 9-10.RST.2	Content Statement	9-10	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
Cc_Reading 9-10.RST.3	Content Statement	9-10	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
Cc_Reading 11-12.RST.1	Content Statement	11-12	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

Code	Standard Level	By Grade	Description
Cc_Reading 11-12.RST.2	Content Statement	11-12	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
Cc_Reading 11-12.RST.3	Content Statement	11-12	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
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.
Cc_Reading 9-10.RST.10	Content Statement	9-10	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.
Cc_Reading 11-12.RST.10	Content Statement	11-12	By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.
Standard		Speaking & Listening	
Strand		Comprehension and Collaboration	
Cc_Reading K.SL.1	Content Statement	K	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
Cc_Reading 1.SL.1	Content Statement	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
Cc_Reading 1.SL.1a	Content Statement	1	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
Cc_Reading 1.SL.1b	Content Statement	1	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
Cc_Reading 1.SL.1c	Content Statement	1	Ask questions to clear up any confusion about the topics and texts under discussion.
Cc_Reading 1.SL.2	Content Statement	1	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Cc_Reading 1.SL.3	Content Statement	1	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Cc_Reading 2.SL.1	Content Statement	2	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
Cc_Reading 2.SL.1a	Content Statement	2	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
Cc_Reading 2.SL.1b	Content Statement	2	Build on others' talk in conversations by linking their comments to the remarks of others.
Cc_Reading 2.SL.1c	Content Statement	2	Ask for clarification and further explanation as needed about the topics and texts under discussion.
Cc_Reading 2.SL.2	Content Statement	2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Cc_Reading 2.SL.3	Content Statement	2	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Cc_Reading 3.SL.1	Content Statement	3	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
Cc_Reading 3.SL.1a	Content Statement	3	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
Cc_Reading 3.SL.1b	Content Statement	3	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
Cc_Reading 3.SL.1c	Content Statement	3	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
Cc_Reading 3.SL.1d	Content Statement	3	Explain their own ideas and understanding in light of the discussion.

Code	Standard Level	By Grade	Description
Cc_Reading 3.SL.2	Content Statement	3	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Cc_Reading 3.SL.3	Content Statement	3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Cc_Reading 4.SL.1	Content Statement	4	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
Cc_Reading 4.SL.1a	Content Statement	4	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
Cc_Reading 4.SL.1b	Content Statement	4	Follow agreed-upon rules for discussions and carry out assigned roles.
Cc_Reading 4.SL.1c	Content Statement	4	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
Cc_Reading 4.SL.1d	Content Statement	4	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
Cc_Reading 4.SL.2	Content Statement	4	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Cc_Reading 4.SL.3	Content Statement	4	Identify the reasons and evidence a speaker provides to support particular points.
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.

Code	Standard Level	By Grade	Description
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.
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.
Cc_Reading 8.SL.1	Content Statement	8	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
Cc_Reading 8.SL.1a	Content Statement	8	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 8.SL.1b	Content Statement	8	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
Cc_Reading 8.SL.1c	Content Statement	8	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
Cc_Reading 8.SL.1d	Content Statement	8	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
Cc_Reading 8.SL.2	Content Statement	8	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
Cc_Reading 8.SL.3	Content Statement	8	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Cc_Reading 9-10.SL.1	Content Statement	9-10	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Cc_Reading 9-10.SL.1a	Content Statement	9-10	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
Cc_Reading 9-10.SL.1b	Content Statement	9-10	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
Cc_Reading 9-10.SL.1c	Content Statement	9-10	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
Cc_Reading 9-10.SL.1d	Content Statement	9-10	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
Cc_Reading 9-10.SL.2	Content Statement	9-10	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
Cc_Reading 9-10.SL.3	Content Statement	9-10	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Code	Standard Level	By Grade	Description
Cc_Reading 11-12.SL.1	Content Statement	11-12	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Cc_Reading 11-12.SL.1a	Content Statement	11-12	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
Cc_Reading 11-12.SL.1b	Content Statement	11-12	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
Cc_Reading 11-12.SL.1c	Content Statement	11-12	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
Cc_Reading 11-12.SL.1d	Content Statement	11-12	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
Cc_Reading 11-12.SL.2	Content Statement	11-12	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Cc_Reading 11-12.SL.3	Content Statement	11-12	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
	Strand		Continue a conversation through multiple exchanges.
Cc_Reading K.SL.2	Content Statement	K	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
Cc_Reading K.SL.3	Content Statement	K	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	Strand		Presentation of Knowledge and Ideas
Cc_Reading K.SL.4	Content Statement	K	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
Cc_Reading K.SL.5	Content Statement	K	Add drawings or other visual displays to descriptions as desired to provide additional detail.
Cc_Reading K.SL.6	Content Statement	K	Speak audibly and express thoughts, feelings, and ideas clearly.
Cc_Reading 1.SL.4	Content Statement	1	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
Cc_Reading 1.SL.5	Content Statement	1	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Cc_Reading 1.SL.6	Content Statement	1	Produce complete sentences when appropriate to task and situation.
Cc_Reading 2.SL.4	Content Statement	2	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Cc_Reading 2.SL.5	Content Statement	2	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
Cc_Reading 2.SL.6	Content Statement	2	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Cc_Reading 3.SL.4	Content Statement	3	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
Cc_Reading 3.SL.5	Content Statement	3	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
Cc_Reading 3.SL.6	Content Statement	3	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Code	Standard Level	By Grade	Description
Cc_Reading 4.SL.4	Content Statement	4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Cc_Reading 4.SL.5	Content Statement	4	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
Cc_Reading 4.SL.6	Content Statement	4	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
Cc_Reading 5.SL.4	Content Statement	5	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Cc_Reading 5.SL.5	Content Statement	5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
Cc_Reading 5.SL.6	Content Statement	5	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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.
Cc_Reading 8.SL.4	Content Statement	8	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
Cc_Reading 8.SL.5	Content Statement	8	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
Cc_Reading 8.SL.6	Content Statement	8	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Cc_Reading 9-10.SL.4	Content Statement	9-10	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Cc_Reading 9-10.SL.5	Content Statement	9-10	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Cc_Reading 9-10.SL.6	Content Statement	9-10	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Cc_Reading 11-12.SL.4	Content Statement	11-12	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
Cc_Reading 11-12.SL.5	Content Statement	11-12	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Cc_Reading 11-12.SL.6	Content Statement	11-12	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
	Standard		Writing

Code	Standard Level	By Grade	Description
	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.
Cc_Reading 1.W.4	Content Statement	1	(Begins in grade 3)
Cc_Reading 1.W.5	Content Statement	1	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
Cc_Reading 1.W.6	Content Statement	1	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Cc_Reading 2.W.4	Content Statement	2	(Begins in grade 3)
Cc_Reading 2.W.5	Content Statement	2	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
Cc_Reading 2.W.6	Content Statement	2	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Cc_Reading 3.W.4	Content Statement	3	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Cc_Reading 3.W.5	Content Statement	3	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Cc_Reading 3.W.6	Content Statement	3	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
Cc_Reading 4.W.4	Content Statement	4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Cc_Reading 4.W.5	Content Statement	4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Cc_Reading 4.W.6	Content Statement	4	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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.

Code	Standard Level	By Grade	Description
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.
Cc_Reading 8.W.4	Content Statement	8	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 8.W.5	Content Statement	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 8.W.6	Content Statement	8	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
Cc_Reading 9-10.W.4	Content Statement	9-10	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 9-10.W.5	Content Statement	9-10	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Cc_Reading 9-10.W.6	Content Statement	9-10	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Cc_Reading 11-12.W.4	Content Statement	11-12	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 11-12.W.5	Content Statement	11-12	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Cc_Reading 11-12.W.6	Content Statement	11-12	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	Strand		Range of Writing
Cc_Reading K.W.10	Content Statement	K	(Begins in grade 3)
Cc_Reading 1.W.10	Content Statement	1	(Begins in grade 3)
Cc_Reading 2.W.10	Content Statement	2	(Begins in grade 3)
Cc_Reading 3.W.10	Content Statement	3	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Cc_Reading 4.W.10	Content Statement	4	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Cc_Reading 5.W.10	Content Statement	5	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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

Code	Standard Level	By Grade	Description
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.
Cc_Reading 8.W.10	Content Statement	8	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 9-10.W.10	Content Statement	9-10	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 tasks, purposes, and audiences.
Cc_Reading 11-12.W.10	Content Statement	11-12	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 tasks, purposes
Strand		Research to Build and Present Knowledge	
Cc_Reading K.W.7	Content Statement	K	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
Cc_Reading K.W.8	Content Statement	K	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Cc_Reading K.W.9	Content Statement	K	(Begins in grade 4)
Cc_Reading 1.W.7	Content Statement	1	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
Cc_Reading 1.W.8	Content Statement	1	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Cc_Reading 1.W.9	Content Statement	1	(Begins in grade 4)
Cc_Reading 2.W.7	Content Statement	2	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
Cc_Reading 2.W.8	Content Statement	2	Recall information from experiences or gather information from provided sources to answer a question.
Cc_Reading 2.W.9	Content Statement	2	(Begins in grade 4)
Cc_Reading 3.W.7	Content Statement	3	Conduct short research projects that build knowledge about a topic.
Cc_Reading 3.W.8	Content Statement	3	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Cc_Reading 3.W.9	Content Statement	3	(Begins in grade 4)
Cc_Reading 4.W.7	Content Statement	4	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
Cc_Reading 4.W.8	Content Statement	4	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
Cc_Reading 4.W.9	Content Statement	4	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Cc_Reading 4.W.9a	Content Statement	4	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
Cc_Reading 4.W.9b	Content Statement	4	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
Cc_Reading 5.W.7	Content Statement	5	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
Cc_Reading 5.W.8	Content Statement	5	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Code	Standard Level	By Grade	Description
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”).
Cc_Reading 8.W.7	Content Statement	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 8.W.8	Content Statement	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 8.W.9	Content Statement	8	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Cc_Reading 8.W.9b	Content Statement	8	Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
Cc_Reading 8.W.9a	Content Statement	8	Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
Cc_Reading 9-10.W.7	Content Statement	9-10	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Code	Standard Level	By Grade	Description
Cc_Reading 9-10.W.8	Content Statement	9-10	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Cc_Reading 9-10.W.9	Content Statement	9-10	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Cc_Reading 9-10.W.9a	Content Statement	9-10	Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
Cc_Reading 9-10.W.9b	Content Statement	9-10	Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
Cc_Reading 11-12.W.7	Content Statement	11-12	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Cc_Reading 11-12.W.8	Content Statement	11-12	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Cc_Reading 11-12.W.9a	Content Statement	11-12	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
Cc_Reading 11-12.W.9	Content Statement	11-12	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Cc_Reading 11-12.W.9b	Content Statement	11-12	Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
Strand		Text Types and Purposes	
Cc_Reading K.W.1	Content Statement	K	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
Cc_Reading K.W.2	Content Statement	K	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Cc_Reading K.W.3	Content Statement	K	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Cc_Reading 1.W.1	Content Statement	1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
Cc_Reading 1.W.2	Content Statement	1	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Cc_Reading 1.W.3	Content Statement	1	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Cc_Reading 2.W.1	Content Statement	2	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
Cc_Reading 2.W.2	Content Statement	2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Code	Standard Level	By Grade	Description
Cc_Reading 2.W.3	Content Statement	2	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Cc_Reading 3.W.1	Content Statement	3	Write opinion pieces on topics or texts, supporting a point of view with reasons.
Cc_Reading 3.W.1a	Content Statement	3	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
Cc_Reading 3.W.1b	Content Statement	3	Provide reasons that support the opinion.
Cc_Reading 3.W.1c	Content Statement	3	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
Cc_Reading 3.W.1d	Content Statement	3	Provide a concluding statement or section.
Cc_Reading 3.W.2	Content Statement	3	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Cc_Reading 3.W.2a	Content Statement	3	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
Cc_Reading 3.W.2b	Content Statement	3	Develop the topic with facts, definitions, and details.
Cc_Reading 3.W.2c	Content Statement	3	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
Cc_Reading 3.W.2d	Content Statement	3	Provide a concluding statement or section.
Cc_Reading 3.W.3	Content Statement	3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Cc_Reading 3.W.3a	Content Statement	3	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
Cc_Reading 3.W.3b	Content Statement	3	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
Cc_Reading 3.W.3c	Content Statement	3	Use temporal words and phrases to signal event order.
Cc_Reading 3.W.3d	Content Statement	3	Provide a sense of closure.
Cc_Reading 4.W.1	Content Statement	4	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Cc_Reading 4.W.1a	Content Statement	4	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
Cc_Reading 4.W.1b	Content Statement	4	Provide reasons that are supported by facts and details.
Cc_Reading 4.W.1c	Content Statement	4	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
Cc_Reading 4.W.1d	Content Statement	4	Provide a concluding statement or section related to the opinion presented.
Cc_Reading 4.W.2	Content Statement	4	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Cc_Reading 4.W.2a	Content Statement	4	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
Cc_Reading 4.W.2b	Content Statement	4	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
Cc_Reading 4.W.2c	Content Statement	4	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
Cc_Reading 4.W.2d	Content Statement	4	d.Use precise language and domain-specific vocabulary to inform about or explain the topic.
Cc_Reading 4.W.2e	Content Statement	4	Provide a concluding statement or section related to the information or explanation presented.

Code	Standard Level	By Grade	Description
Cc_Reading 4.W.3	Content Statement	4	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Cc_Reading 4.W.3a	Content Statement	4	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
Cc_Reading 4.W.3b	Content Statement	4	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
Cc_Reading 4.W.3c	Content Statement	4	Use a variety of transitional words and phrases to manage the sequence of events.
Cc_Reading 4.W.3d	Content Statement	4	Use concrete words and phrases and sensory details to convey experiences and events precisely.
Cc_Reading 4.W.3e	Content Statement	4	Provide a conclusion that follows from the narrated experiences or events.
Cc_Reading 5.W.1	Content Statement	5	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Cc_Reading 5.W.1a	Content Statement	5	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
Cc_Reading 5.W.1b	Content Statement	5	Provide logically ordered reasons that are supported by facts and details.
Cc_Reading 5.W.1c	Content Statement	5	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
Cc_Reading 5.W.1d	Content Statement	5	Provide a concluding statement or section related to the opinion presented.
Cc_Reading 5.W.2	Content Statement	5	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Cc_Reading 5.W.2a	Content Statement	5	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
Cc_Reading 5.W.2b	Content Statement	5	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
Cc_Reading 5.W.2c	Content Statement	5	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
Cc_Reading 5.W.2d	Content Statement	5	Use precise language and domain-specific vocabulary to inform about or explain the topic.
Cc_Reading 5.W.2e	Content Statement	5	Provide a concluding statement or section related to the information or explanation presented.
Cc_Reading 5.W.3	Content Statement	5	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Cc_Reading 5.W.3a	Content Statement	5	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
Cc_Reading 5.W.3b	Content Statement	5	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
Cc_Reading 5.W.3c	Content Statement	5	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
Cc_Reading 5.W.3d	Content Statement	5	Use concrete words and phrases and sensory details to convey experiences and events precisely.
Cc_Reading 5.W.3e	Content Statement	5	Provide a conclusion that follows from the narrated experiences or events.
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.

Code	Standard Level	By Grade	Description
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.
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.

Code	Standard Level	By Grade	Description
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.
Cc_Reading 7.W.3e	Content Statement	7	Provide a conclusion that follows from and reflects on the narrated experiences or events.
Cc_Reading 8.W.1	Content Statement	8	Write arguments to support claims with clear reasons and relevant evidence.
Cc_Reading 8.W.1a	Content Statement	8	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
Cc_Reading 8.W.1b	Content Statement	8	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
Cc_Reading 8.W.1c	Content Statement	8	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
Cc_Reading 8.W.1d	Content Statement	8	Establish and maintain a formal style.
Cc_Reading 8.W.1e	Content Statement	8	Provide a concluding statement or section that follows from and supports the argument presented.
Cc_Reading 8.W.2	Content Statement	8	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 8.W.2a	Content Statement	8	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
Cc_Reading 8.W.2b	Content Statement	8	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
Cc_Reading 8.W.2c	Content Statement	8	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
Cc_Reading 8.W.2d	Content Statement	8	Use precise language and domain-specific vocabulary to inform about or explain the topic.
Cc_Reading 8.W.2e	Content Statement	8	Establish and maintain a formal style.
Cc_Reading 8.W.2f	Content Statement	8	Provide a concluding statement or section that follows from and supports the information or explanation presented.
Cc_Reading 8.W.3	Content Statement	8	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Cc_Reading 8.W.3a	Content Statement	8	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 8.W.3b	Content Statement	8	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

Code	Standard Level	By Grade	Description
Cc_Reading 8.W.3c	Content Statement	8	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
Cc_Reading 8.W.3d	Content Statement	8	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
Cc_Reading 8.W.3e	Content Statement	8	Provide a conclusion that follows from and reflects on the narrated experiences or events.
Cc_Reading 9-10.W.1	Content Statement	9-10	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Cc_Reading 9-10.W.1a	Content Statement	9-10	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
Cc_Reading 9-10.W.1b	Content Statement	9-10	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
Cc_Reading 9-10.W.1c	Content Statement	9-10	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
Cc_Reading 9-10.W.1d	Content Statement	9-10	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Cc_Reading 9-10.W.1e	Content Statement	9-10	Provide a concluding statement or section that follows from and supports the argument presented.
Cc_Reading 9-10.W.2	Content Statement	9-10	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Cc_Reading 9-10.W.2a	Content Statement	9-10	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
Cc_Reading 9-10.W.2b	Content Statement	9-10	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
Cc_Reading 9-10.W.2c	Content Statement	9-10	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
Cc_Reading 9-10.W.2d	Content Statement	9-10	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
Cc_Reading 9-10.W.2e	Content Statement	9-10	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Cc_Reading 9-10.W.2f	Content Statement	9-10	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Cc_Reading 9-10.W.3	Content Statement	9-10	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Cc_Reading 9-10.W.3a	Content Statement	9-10	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
Cc_Reading 9-10.W.3b	Content Statement	9-10	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
Cc_Reading 9-10.W.3c	Content Statement	9-10	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
Cc_Reading 9-10.W.3d	Content Statement	9-10	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Cc_Reading 9-10.W.3e	Content Statement	9-10	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Code	Standard Level	By Grade	Description
Cc_Reading 11-12.W.1	Content Statement	11-12	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Cc_Reading 11-12.W.1a	Content Statement	11-12	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
Cc_Reading 11-12.W.1b	Content Statement	11-12	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
Cc_Reading 11-12.W.1c	Content Statement	11-12	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
Cc_Reading 11-12.W.1d	Content Statement	11-12	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Cc_Reading 11-12.W.1e	Content Statement	11-12	Provide a concluding statement or section that follows from and supports the argument presented.
Cc_Reading 11-12.W.2	Content Statement	11-12	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Cc_Reading 11-12.W.2a	Content Statement	11-12	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
Cc_Reading 11-12.W.2b	Content Statement	11-12	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
Cc_Reading 11-12.W.2c	Content Statement	11-12	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
Cc_Reading 11-12.W.2d	Content Statement	11-12	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
Cc_Reading 11-12.W.2e	Content Statement	11-12	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Cc_Reading 11-12.W.2f	Content Statement	11-12	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Cc_Reading 11-12.W.3	Content Statement	11-12	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Cc_Reading 11-12.W.3a	Content Statement	11-12	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
Cc_Reading 11-12.W.3b	Content Statement	11-12	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
Cc_Reading 11-12.W.3c	Content Statement	11-12	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
Cc_Reading 11-12.W.3d	Content Statement	11-12	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Cc_Reading 11-12.W.3e	Content Statement	11-12	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	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.

Code	Standard Level	By Grade	Description
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.
Cc_Reading 9-10.WHST.4	Content Statement	9-10	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Cc_Reading 9-10.WHST.5	Content Statement	9-10	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Cc_Reading 9-10.WHST.6	Content Statement	9-10	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Cc_Reading 11-12.WHST.4	Content Statement	11-12	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Cc_Reading 11-12.WHST.5	Content Statement	11-12	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Cc_Reading 11-12.WHST.6	Content Statement	11-12	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	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.
Cc_Reading 9-10.WHST.10	Content Statement	9-10	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.
Cc_Reading 11-12.WHST.10	Content Statement	11-12	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.
Cc_Reading 9-10.WHST.7	Content Statement	9-10	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Cc_Reading 9-10.WHST.8	Content Statement	9-10	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Cc_Reading 9-10.WHST.9	Content Statement	9-10	Draw evidence from informational texts to support analysis, reflection, and research.
Cc_Reading 11-12.WHST.7	Content Statement	11-12	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Code	Standard Level	By Grade	Description
Cc_Reading 11-12.WHST.8	Content Statement	11-12	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Cc_Reading 11-12.WHST.9	Content Statement	11-12	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.
Cc_Reading 6-8.WHST.3	Content Statement	6-8	(See note; not applicable as a separate requirement)
Cc_Reading 9-10.WHST.1	Content Statement	9-10	Write arguments focused on discipline-specific content.
Cc_Reading 9-10.WHST.1a	Content Statement	9-10	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
Cc_Reading 9-10.WHST.1b	Content Statement	9-10	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
Cc_Reading 9-10.WHST.1c	Content Statement	9-10	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
Cc_Reading 9-10.WHST.1d	Content Statement	9-10	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Cc_Reading 9-10.WHST.1e	Content Statement	9-10	Provide a concluding statement or section that follows from or supports the argument presented.
Cc_Reading 9-10.WHST.2f	Content Statement	9-10	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Code	Standard Level	By Grade	Description
Cc_Reading 9-10.WHST.2a	Content Statement	9-10	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
Cc_Reading 9-10.WHST.2b	Content Statement	9-10	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
Cc_Reading 9-10.WHST.2c	Content Statement	9-10	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
Cc_Reading 9-10.WHST.2d	Content Statement	9-10	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
Cc_Reading 9-10.WHST.2e	Content Statement	9-10	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Cc_Reading 9-10.WHST.2	Content Statement	9-10	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
Cc_Reading 9-10.WHST.3	Content Statement	9-10	(See note; not applicable as a separate requirement)
Cc_Reading 11-12.WHST.1	Content Statement	11-12	Write arguments focused on discipline-specific content.
Cc_Reading 11-12.WHST.1a	Content Statement	11-12	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
Cc_Reading 11-12.WHST.1b	Content Statement	11-12	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
Cc_Reading 11-12.WHST.1c	Content Statement	11-12	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
Cc_Reading 11-12.WHST.1d	Content Statement	11-12	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Cc_Reading 11-12.WHST.1e	Content Statement	11-12	Provide a concluding statement or section that follows from or supports the argument presented.
Cc_Reading 11-12.WHST.2e	Content Statement	11-12	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
Cc_Reading 11-12.WHST.2a	Content Statement	11-12	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
Cc_Reading 11-12.WHST.2b	Content Statement	11-12	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
Cc_Reading 11-12.WHST.2c	Content Statement	11-12	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
Cc_Reading 11-12.WHST.2d	Content Statement	11-12	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
Cc_Reading 11-12.WHST.2	Content Statement	11-12	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
Cc_Reading 11-12.WHST.3	Content Statement	11-12	(See note; not applicable as a separate requirement)