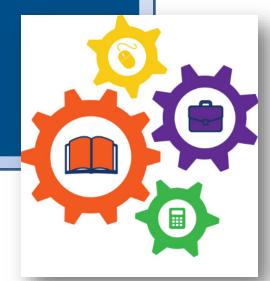Pennsylvania
Professional Development
System

The College and Career Readiness Standards for Adult Education (CCRS) and the Pennsylvania Standards Aligned System (SAS)

Resource Crosswalk

Revised April 2016

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Background

This electronic document has been prepared to assist adult education practitioners in accessing the wealth of information, resources, and assessments that have been developed by K-12 educators available through the Pennsylvania Department of Education Standards Aligned System (SAS). These resources align to the SAS, which, in turn, has been aligned to the College and Career Readiness Standards for Adult Education (CCR standards). The result is this comprehensive electronic document that provides easy access, through direct links, to teacher-developed, integrated lessons and assessments that can be tailored to meet the alignment of program materials to the CCR standards.

How to Use this Document

This document is designed to be a companion to the CCR standards. Teachers, tutors, case managers, and administrators can easily locate instructional resources, available on the SAS website, by a mere click. Use the electronic *Table of Contents* to locate the CCRS anchors. Once the anchor page has been accessed, users will see live links at the end of most of the level descriptors. By clicking on the hyperlink associated with each level (ex. CC.1.2.5.B), users will access the SAS page which provides the materials, resources, and assessments to the aligned CCR standards.

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NOTE: *All the language on pages 2-86 regarding the CCR standards of this guide is taken verbatim from: U.S. Department of Education-Office of Vocational and Adult Education. (2013). College and Career Readiness Standards for Adult Education. Retrieved from* http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

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READING STANDARDS

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Reading Standards

A	B	C	D	E
CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*[1]				
Ask and answer questions about key details in a text. (RI/RL.1.1) **CC.1.2.1.B** **CC.1.3.1.A**	Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (RI/RL.2.1) **CC.1.2.2.B** **CC.1.3.2.A**	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.4.1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.5.1) **CC.1.2.5.B** **CC.1.2.4.B** **CC.1.3.5.A** **CC.1.3.4.A**	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.7.1) • *Application:* cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1) • *Application:* cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1) **CC.1.2.7.B** **CC.1.3.7.A**	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1) • *Application:* cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1) • *Application:* cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-

[1] Standard 10 defines a staircase of increasing text complexity that rises from beginning reading to the college and career readiness level. Panel members added this statement to Anchor Standards 1-9 to make sure it is understood that the skills of reading are to be applied to level-appropriate complex text.

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READING STANDARDS

A	B	C	D	E
CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)2				
				• 10.1) **CC.1.2.9-10.B** **CC.1.3.9-10.A**

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2 Standard 10 defines a staircase of increasing text complexity that rises from beginning reading to the college and career readiness level. Panel members added this statement to Anchor Standards 1-9 to make sure it is understood that the skills of reading are to be applied to level-appropriate complex text.

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READING STANDARDS

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A	B	C	D	E
CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*				
Identify the main topic and retell key details of a text. (RI.1.2)

CC.1.2.1.A | Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2)

CC.1.2.3.A | Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2)
Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2)

CC.1.2.4.A
CC.1.3.4.C | 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. (RI/RL.6.2)
  Application: determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)

CC.1.2.6.A
CC.1.3.6.C | 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. (RI/RL.9-10.2)
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. (RST.11-12.2)

CC.1.2.9-10.A
CC.1.3.9-10.C |

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READING STANDARDS

A	B	C	D	E
CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*				
Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3) **CC.1.2.1.C**	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. (RI.3.3) **CC.1.2.3.C**	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. (RI.4.3) **CC.1.2.4.C**	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3) • *Application:* 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). (RH.6-8.3) Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (RST.6-8.3) **CC.1.2.8.C**	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. (RI.11-12.3) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (RH.9-10.3) 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. (RST.9-10.3) **CC.1.2.11-12.C**

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READING STANDARDS

A	B	C	D	E
CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*				
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4) **CC.1.2.1.F**	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. (RI.3.4) **CC.1.2.3.F** **CC.1.2.3.K**	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. (RI.5.4) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.5.4) **CC.1.2.5.F** **CC.1.2.5.K** **CC.1.3.5.F**	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. (RI/RL.6.4) **CC.1.2.6.F** **CC.1.3.6.F**	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). (RI/RL.9-10.4) • *Application:* 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. (RST.9-10.4) **CC.1.2.9-10.F** **CC.1.3.9-10.F**

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READING STANDARDS

A	B	C	D	E
CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*				
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. (RI.1.5) **CC.1.2.1.E**	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. (RI.2.5) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5) **CC.1.2.3.E** **CC.1.2.2.E**	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. (RI.4.5) 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. (RI.5.5) **CC.1.2.5.E** **CC.1.2.4.E**	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. (RI.6.5) 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. (RI.7.5) **CC.1.2.7.E** **CC.1.2.6.E**	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). (RI.9-10.5) 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. (RI.11-12.5) **CC.1.2.11-12.E** **CC.1.2.9-10.E**

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READING STANDARDS

A	B	C	D	E
CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*				
	Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6) Distinguish their own point of view from that of the author of a text. (RI.3.6) **CC.1.2.3.D**	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6) Describe how a narrator's or speaker's point of view influences how events are described. (RL.5.6) **CC.1.2.5.D** **CC.1.3.5.D**	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. (RI.8.6) 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). (RH.6-8.6) **CC.1.2.8.D**	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. (RI.9-10.6) • *Application:* 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. RL.9-10.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (RL.11-12.6) 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.

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A	B	C	D	E
CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*				
				(RH.9-10.6) **CC.1.2.9-10.D** **CC.1.3.9-10.D**

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READING STANDARDS

A	B	C	D	E
CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. *(Apply this standard to texts of appropriate complexity as outline by Standard 10.)*				
Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). (RI.1.7)

CC.1.2.1.G | 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). (RI.3.7)
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). (RL.3.7)

CC.1.2.3.G
CC.1.3.3.G | 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. (RI.4.7)
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. (RI.5.7)

CC.1.2.5.G
CC.1.2.4.G | Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7)
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). (RST.6-8.7)

CC.1.2.6.G | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (RH.9-10.7)
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. (RST.9-10.7)
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. (RI.11-12.7)

CC.1.2.11-12.G |

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READING STANDARDS

A	B	C	D	E
CCR Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*				
Identify the reasons an author gives to support points in a text. (RI.1.8) **CC.1.2.1.H**	Describe how reasons support specific points the author makes in a text. (RI.2.8)	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) **CC.1.2.5.H**	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. (RI.8.8)	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. (RI.9-10.8)

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READING STANDARDS

A	B	C	D	E
CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*				
Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI.1.9) **CC.1.2.1.I**	Compare and contrast the most important points and key details presented in two texts on the same topic. (RI.3.9) **CC.1.2.3.I**	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9) **CC.1.2.5.I**	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. (RI.8.9)	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. (RI.9-10.9) 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. (RI.11-12.9) Compare and contrast findings presented in a text to those from other

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READING STANDARDS

A	B	C	D	E
CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*				
				sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. (RST.9-10.9) *Application:* compare and contrast treatments of the same topic in several primary and secondary sources. (RH.9-10.9)

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WRITING STANDARDS

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Writing Standards

A	B	C	D	E
CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				
	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. d. Provide a concluding statement or section. (W.3.1) **CC.1.4.3.G** **CC.1.4.3.H** **CC.1.4.3.J** **CC.1.4.2.E**	Write opinion pieces on topics or texts, supporting a point of view with reasons <u>and information</u>.[3] a. Introduce <u>a</u> topic or text <u>clearly</u>, state an opinion, and create an organizational structure <u>in which ideas are logically grouped to support the writer's purpose</u>. b. Provide <u>logically ordered</u> reasons <u>that are supported by facts and details</u>. c. <u>Link</u> opinion and reasons using words, phrases, <u>and clauses</u> (e.g., *consequently, specifically*). d. Provide a concluding statement or section <u>related to the opinion</u>	Write <u>arguments to support claims with clear</u> reasons <u>and relevant evidence</u>. a. Introduce <u>claim(s), acknowledge alternate or opposing claims</u>, and organize the reasons and evidence logically. b. <u>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text</u>. c. Use words, phrases, and clauses <u>to create cohesion and clarify the relationships among claim(s), reasons, and evidence</u>. d. <u>Establish and maintain a formal style</u>. e. Provide a concluding	Write arguments to support claims <u>in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</u>. a. Introduce <u>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</u>. b. <u>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that</u>

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[3] To show how the standards for Writing and Speaking and Listening progress, differences in wording from level to level are underlined.

WRITING STANDARDS

A	B	C	D	E
CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				
		presented. (W.5.1) **CC.1.4.5.G** **CC.1.4.5.H** **CC.1.4.5.I** **CC.1.4.5.J**	statement or section that follows from and supports the argument presented. (W.7.1) **CC.1.4.7.G** **CC.1.4.7.H** **CC.1.4.7.I** **CC.1.4.7.J** **CC.1.4.7.K**	anticipates the audience's knowledge level and concerns. c. 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. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented.

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WRITING STANDARDS

A	B	C	D	E
CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				
				(W/WHST.9-10.1) **CC.1.4.9-10.G** **CC.1.4.9-10.H** **CC.1.4.9-10.I** **CC.1.4.9-10.J** **CC.1.4.9-10.K**

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WRITING STANDARDS

A	B	C	D	E
CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.				
Write informative /explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2) **CC.1.4.1.A** **CC.1.4.1.B** **CC.1.4.1.C** **CC.1.4.1.D**	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. d. Provide a concluding statement or section. (W.3.2) **CC.1.4.3.A** **CC.1.4.3.B** **CC.1.4.3.C** **CC.1.4.3.D**	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. a. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). d. Use precise language and domain-specific vocabulary to inform about or	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [This includes the narration of historical events, scientific procedures/ experiments, or technical processes.] a. 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. b. Develop the topic with relevant facts, definitions, concrete	Write informative/explanator y texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [This includes the narration of historical events, scientific procedures/experimen ts, or technical processes.] a. Introduce a topic and 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. b. Develop the topic with well-chosen,

WRITING STANDARDS

A	B	C	D	E
CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.				
		explain the topic. e. Provide a concluding statement or section <u>related to the information or explanation presented</u>. (W.4.2) **CC.1.4.4.A** **CC.1.4.4.B** **CC.1.4.4.C** **CC.1.4.4.D** **CC.1.4.4.E**	details, quotations, or other information and examples. c. <u>Use appropriate transitions to create cohesion and clarify the relationships among</u> ideas <u>and concepts</u>. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. <u>Establish and maintain a formal style</u>. f. Provide a concluding statement or section that follows from and <u>supports </u>the information or explanation presented. (W/WHST.6-8.2) **CC.1.4.8.A** **CC.1.4.8.B** **CC.1.4.8.C** **CC.1.4.8.D** **CC.1.4.8.K** **CC.1.4.6.A** **CC.1.4.6.B** **CC.1.4.6.C** **CC.1.4.6.D**	relevant, <u>and sufficient</u> facts, <u>extended</u> definitions, concrete details, quotations, or other information and examples <u>appropriate to the audience's knowledge of the topic</u>. c. Use appropriate <u>and varied</u> transitions to <u>link the major sections of the text</u>, create cohesion, and clarify the relationships among <u>complex</u> ideas and concepts. d. Use precise language and domain-specific vocabulary <u>to manage the complexity of the</u> topic. e. Establish and maintain a formal style <u>and objective tone while attending to the</u>

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CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.				
			CC.1.4.6.E	norms and conventions of the discipline in which they are writing. f. 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). (W/WHST.9-10.2) **CC.1.4.11-12.A** **CC.1.4.9-10.A** **CC.1.4.9-10.B** **CC.1.4.9-10.C** **CC.1.4.9-10.D**

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WRITING STANDARDS

A	B	C	D	E
CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.				
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. (W.1.3) **CC.1.4.1.M** **CC.1.4.1.P**	Write narratives in which they recount <u>a</u> <u>well-elaborated</u> event <u>or short</u> sequence <u>of</u> events, include details <u>to describe actions,</u> <u>thoughts, and feelings</u>, use temporal words to signal event order, and provide <u>a</u> sense of closure. (W.2.3) **CC.1.4.2.M** **CC.1.4.2.N** **CC.1.4.2.O** **CC.1.4.2.P**	Note: Students' narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.		

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WRITING STANDARDS

A	B	C	D	E
CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				
	Produce writing in which the development and organization are appropriate to task and purpose. (W.3.4)	Produce <u>clear and coherent</u> writing in which the development and organization are appropriate to task, purpose, <u>and audience</u>. (W.5.4)	Produce clear and coherent writing in which the development, organization, <u>and style</u> are appropriate to task, purpose, and audience. (W/WHST.6-8.4) **CC.1.4.11-12.B**	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W/WHST.11-12.4) **CC.1.4.11-12.B**

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WRITING STANDARDS

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A	B	C	D	E
CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
With guidance and support focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5) **CC.1.4.1.T**	With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W.3.5) **CC.1.4.3.T**	With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W.5.5) **CC.1.4.5.T**	With some guidance and support from peers and others, 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. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W/WHST.6-8.5)	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. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W.11-12.5) **CC.1.4.11-12.T** **CC.1.4.11-12.W**

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WRITING STANDARDS

A	B	C	D	E
CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.				
With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6) **CC.1.4.1.U**	With guidance and support, use <u>technology</u> to produce and publish writing <u>(using keyboarding skills) as well as to interact and</u> collaborate <u>with others</u>. (W.3.6) **CC.1.4.3.U**	With <u>some</u> guidance and support, use technology, <u>including the Internet</u>, to produce and publish writing as well as to interact and collaborate with others; <u>demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting</u>. (W.4.6) **CC.1.4.4.U**	Use technology, including the Internet, to produce and publish writing <u>and link to and cite sources</u> as well as to interact and collaborate with others, <u>including linking to and citing sources</u>. (W.7.6) **CC.1.4.7.U**	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. (W.9-10.6) **CC.1.4.9-10.U**

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WRITING STANDARDS

A	B	C	D	E
CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.				
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). (W.1.7) **CC.1.4.1.V**	Conduct short research projects that build knowledge about a topic. (W.3.7) **CC.1.4.3.V** .	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7) **CC.1.4.5.V**	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (W.7.7) **CC.1.4.7.V**	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. (W/WHST.11-12.7) **CC.1.4.11-12.V**

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A	B	C	D	E
CCR Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.				
With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (W.1.8) **CC.1.4.1.W**	Recall information from experiences or gather information <u>from print and digital</u> sources; <u>take brief notes on</u> sources <u>and sort evidence into provided categories</u>. (W.3.8) **CC.1.4.3.W**	Recall <u>relevant</u> information from experiences or gather <u>relevant</u> information from print and digital sources; <u>summarize or paraphrase information in</u> notes <u>and finished work, and provide a list of sources</u>. (W.5.8) **CC.1.4.5.W**	<u>Gather</u> relevant information from <u>multiple</u> print and digital sources, <u>using search terms effectively;</u> <u>assess the credibility and accuracy of each source;</u> <u>and quote</u> or paraphrase <u>the data and conclusions of others while avoiding plagiarism and following a standard format for citation</u>. (W/WHST.6-8.8) **CC.1.4.8.W**	Gather relevant information from multiple <u>authoritative</u> print and digital sources, using <u>advanced</u> searches effectively; assess <u>the usefulness of each source in answering the research question;</u> <u>integrate information into the text selectively to maintain the flow of ideas</u>, avoiding plagiarism and following a standard format for citation. (W/WHST.9-10.8) **CC.1.4.9-10.W**

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WRITING STANDARDS

A	B	C	D	E
CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. **(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)**				
Note: This standard does not begin until grade 4 in the Common Core State Standards.		Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply Reading standards from this level to literature (e.g., "Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text"). b. Apply Reading standards from this level to informational text (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)"). (W.5.9) **CC.1.4.5.S**	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply Reading standards from this level to literature (e.g., "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"). b. Apply Reading standards from this level to literary nonfiction (e.g., "Analyze how a text makes connections among and distinctions between individuals' ideas or events"). (W/WHST.6-8.9) **CC.1.4.9-10.S** **CC.1.4.8.S**	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply Reading standards from this level to literature (e.g., "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"). b. Apply Reading standards from this level to literary nonfiction (e.g., "Integrate quantitative or technical analysis with qualitative

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WRITING STANDARDS

A	B	C	D	E
CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)				
				analysis in print or digital text"). (W/WHST.11-12.9) **CC.1.4.11-12.S**

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SPEAKING AND LISTENING

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Speaking and Listening

A	B	C	D	E
CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.				
Participate in collaborative conversations with diverse partners in small and larger groups. a. 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). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1) **CC.1.5.1.A**	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.[4] a. 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. b. 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).	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly. a. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly. a. 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. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. a. 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. b. Work with peers to set rules for collegial discussions and decision-making

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[4] To show how the standards for Writing and Speaking and Listening progress, differences in wording from level to level are underlined.

SPEAKING AND LISTENING

A	B	C	D	E
CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.				
	c. Ask questions to <u>check understanding of information presented, stay on topic, and link their comments to the remarks of others</u>. d. Explain their own ideas and understanding in light of the discussion. (SL.3.1) **CC.1.5.3.A**	<u>discussion and elaborate on</u> the remarks of others. d. <u>Review the key ideas expressed and draw conclusions in</u> light of <u>information and knowledge gained from the</u> discussions. (SL.5.1) **CC.1.5.5.A**	c. Pose questions <u>that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas</u>. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (SL.8.1) **CC.1.5.8.A**	(e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. <u>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</u>. d. <u>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement</u>, and, when warranted, qualify or justify their own views <u>and understanding and make new</u>

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SPEAKING AND LISTENING

A	B	C	D	E
CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.				
				connections in light of the evidence and reasoning presented. (SL.9-10.1) **CC.1.5.9-10.A**

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SPEAKING AND LISTENING

A	B	C	D	E
CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.				
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. (SL.K.2) **CC.1.5.K.B**	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. (SL.3.2) **CC.1.5.3.B**	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) **CC.1.5.5.B** **CC.1.5.4.B**	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. (SL.8.2) **CC.1.5.8.C**	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. (SL.11-12.2)

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SPEAKING AND LISTENING

A	B	C	D	E
CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.				
Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)	Ask and answer questions <u>about information from a speaker, offering appropriate elaboration and detail</u>. (SL.3.3) **CC.1.5.3.C**	<u>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence</u>. (SL.5.3) **CC.1.5.5.C**	<u>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</u>. (SL.8.3) **CC.1.5.8.B**	<u>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</u>. (SL.11-12.3) **CC.1.5.11-12.C**

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SPEAKING AND LISTENING

A	B	C	D	E
CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.				
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4) **CC.1.5.1.D**	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. (SL.3.4) **CC.1.5.3.D**	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. (SL.5.4) **CC.1.5.5.D**	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. (SL.8.4) **CC.1.5.8.D**	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. (SL.9-10.4) **CC.1.5.9-10.D**

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A	B	C	D	E
CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.				
		Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5) **CC.1.5.5.E**	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) **CC.1.5.8.E**	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. (SL.11-12.5) **CC.1.5.11-12.D**

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SPEAKING AND LISTENING

A	B	C	D	E
CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.				
Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6) Produce complete sentences when appropriate to task and situation. (See Language standards 1 and 3.) (SL.1.6)	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Language standards 1 and 3.) (SL.3.6) **CC.1.5.3.F**	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. (See Language standards 1 and 3.) (SL.4.6) **CC.1.5.4.F**	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Language standards 1 and 3 for specific expectations.) (SL.8.6) **CC.1.5.8.E**	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Language standards 1 and 3 for specific expectations.) (SL.11-12.6) **CC.1.5.11-12.E**

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LANGUAGE STANDARDS

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Language Standards

A	B	C	D	E
CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*). d. Use personal, possessive, and indefinite pronouns (e.g., *I*, *me*, *my*; *they*, *them*, *their*; *anyone*, *everything*). e. 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*).	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., *group*). b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. c. Form and use regular and irregular plural nouns. d. Use reflexive pronouns (e.g., *myself, ourselves*). e. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). f. Use abstract nouns (e.g., *childhood*). g. Form and use	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). c. Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb tenses. d. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns. c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague or unclear pronouns. e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. 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. (L.9-10.1) **CC.1.4.9-10.Q**

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LANGUAGE STANDARDS

A	B	C	D	E
CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
f. Use frequently occurring adjectives. g. Use frequently occurring nouns and verbs. h. Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*). i. Use determiners (e.g., articles, demonstratives). j. Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*). k. Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*). l. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to	regular and irregular verbs. h. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses. i. Ensure subject-verb and pronoun-antecedent agreement. j. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. k. Use coordinating and subordinating conjunctions. l. Produce simple, compound, and complex sentences. m. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie*; *The little*	e. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses. f. Use verb tense to convey various times, sequences, states, and conditions. g. Recognize and correct inappropriate shifts in verb tense. h. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). i. Form and use prepositional phrases. j. Use correlative conjunctions (e.g., *either/or*, *neither/nor*). k. Produce complete sentences, recognizing and	f. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. g. Form and use verbs in the active and passive voice. h. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. i. Recognize and correct inappropriate shifts in verb voice and mood. j. Explain the function of phrases and clauses in general and their function in specific sentences. k. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. l. Place phrases and clauses within a	

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LANGUAGE STANDARDS

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A	B	C	D	E
CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
prompts. (L.K.1 and 1.1 merge)⁵ **CC.1.4.1.E**	*boy watched the movie*; *The action movie was watched by the little boy*). (L.2.1 and 3.1 merge) **CC.1.4.3.E** **CC.1.4.2.E** **CC.1.4.2.L** **CC.1.4.2.R** **CC.1.5.2.G**	correcting inappropriate fragments and run-ons. I. Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*). (L.4.1 and 5.1 merge) **CC.1.5.5.G** **CC.1.4.5.G**	sentence, recognizing and correcting misplaced and dangling modifiers. (L.6.1 through 8.1 merge) **CC.1.4.7.Q** **CC.1.5.8.G** **CC.1.5.6.G**	

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⁵ "Merge" signifies panelists selected all of the standards from the two grades indicated. In the merge, any repetition in content grade-to-grade was deleted; occasionally where similar content was covered grade-to-grade a single standard was edited, combining the text of both standards, to include the demands of both grades.

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LANGUAGE STANDARDS

A	B	C	D	E
CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun *I*. b. Capitalize dates and names of people. c. Recognize and name end punctuation. d. Use end punctuation for sentences. e. Use commas in dates and to separate single words in a series. f. Write a letter or letters for most consonant and short-vowel sounds (phonemes). g. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Capitalize appropriate words in titles. c. Use commas in greetings and closings of letters. d. Use commas in addresses. e. Use commas and quotation marks in dialogue. f. Use an apostrophe to form contractions and frequently occurring possessives. g. Form and use possessives. h. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting,*	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use punctuation to separate items in a series. d. Use a comma to separate an introductory element from the rest of the sentence. e. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements. • Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). • Use an ellipsis to indicate an omission. • Spell correctly. (L.6.2 through 8.2 merge) **CC.1.4.8.F** **CC.1.4.8.L** **CC.1.4.8.R** **CC.1.4.6.F** **CC.1.4.6.L** **CC.1.4.6.R**	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. (L.9-10.2) **CC.1.5.9-10.G** **CC.1.4.9-10.D** **CC.1.4.9-10.L** **CC.1.4.9-10.R** **CC.1.4.7.L** **CC.1.4.7.R**

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A	B	C	D	E
CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
h. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. i. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.K.2 and 1.2 merge) **CC.1.4.1.E** **CC.1.4.K.L** **CC.1.4.K.R**	*smiled*, *cries*, *happiness*). i. Generalize learned spelling patterns when writing words (e.g., *cage → badge*; *boy → boil*). j. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. k. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.2.2 and 3.2 merge) **CC.1.4.3.E** **CC.1.4.2.L** **CC.1.4.2.R**	f. Use underlining, quotation marks, or italics to indicate titles of works. g. Use a comma before a coordinating conjunction in a compound sentence. h. Spell grade-appropriate words correctly, consulting references as needed. (L.4.2 and 5.2 merge) **CC.1.4.5.F** **CC.1.4.4.L** **CC.1.4.4.R**		

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A	B	C	D	E
CCR Anchor 3: 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.				
Note: This standard does not begin until grade 2 in the Common Core State Standards.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English. (L.3.3) **CC.1.4.3.F** **CC.1.4.3.Q**	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. e. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L.4.3 and 5.3 merge) **CC.1.4.5.K** **CC.1.4.3.K**	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone. c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.6.3 and 7.3 merge) **CC.1.4.7.Q**	

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A	B	C	D	E
CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.				
Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*). (L.1.4) **CC.1.2.1.K** **CC.1.3.1.I**	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*,	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *autograph*, *photograph*, *photosynthesis*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. a. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. a. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to

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A	B	C	D	E
CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.				
	notebook, *bookmark*). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4) **CC.1.3.2.I**	pronunciation and determine or clarify the precise meaning of key words and phrases. (L.4.4 and 5.4 merge) **CC.1.3.4.I**	or clarify its precise meaning or its part of speech. d. 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). (L.6.4) **CC.1.3.6.I**	find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology or its standard usage. d. 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). (L.11-12.4) **CC.1.3.11-12.I**

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A	B	C	D	E
CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
With guidance and support, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. 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). c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). d. Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*). b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*). (L.3.5)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5)		

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A	B	C	D	E
CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings. (L.1.5)				

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A	B	C	D	E
CCR Anchor 6: Acquire and use accurately a range of 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 encountering a word or phrase important to comprehension or expression.				
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*). (L.1.6) **CC.1.2.1.J** **CC.1.3.1.J** **CC.1.4.1.K** **CC.1.4.1.Q**	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 people are happy that makes me happy*). (L.2.6) Acquire and use accurately level-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*). (L.3.6) **CC.1.3.3.J** **CC.1.3.2.J** **CC.1.4.2.F**	Acquire and use accurately level-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*). • are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation). • signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*). (L.4.6 and 5.6 merge). **CC.1.2.4.J** **CC.1.3.4.J**	Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) **CC.1.3.8.J**	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. (L.11-12.6) **CC.1.3.11-12.J**

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Reading Standards: Foundational Skills K-5

A	B	C
RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness)		
Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Distinguish long from short vowel sounds in spoken single-syllable words. c. Count, pronounce, blend, and segment syllables in spoken words. d. Blend and segment onsets and rimes of single-syllable spoken words. e. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. f. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). g. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. h. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.K.2 and 1.2 merge) **CC.1.1.1.C** **CC.1.1.K.C**		

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READING STANDARDS: FOUNDATIONAL SKILLS K-5

A	B	C
RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)		
Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Know the spelling-sound correspondences for common consonant digraphs. d. Decode regularly spelled one-syllable words. e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. f. Know final -e and common vowel team conventions for representing long vowel sounds. g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. h. Decode two-syllable words following basic patterns by breaking the words into syllables. i. Read words with inflectional endings. j. Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). k. Recognize and read grade-	Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Identify and know the meaning of the most common prefixes and derivational suffixes. d. Identify words with inconsistent but common spelling-sound correspondences. e. Identify words with inconsistent but common spelling-sound correspondences. f. Decode words with common Latin suffixes. g. Decode multisyllable words. h. Recognize and read grade-appropriate irregularly spelled words. (RF.2.3 and 3.3 merge) **CC.1.1.3.D** **CC.1.1.2.D**	Know and apply grade-level phonics and word analysis skills in decoding words. a. 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. (RF.4.3 and 5.3 merge) **CC.1.1.5.D** **CC.1.1.4.D**

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READING STANDARDS: FOUNDATIONAL SKILLS K-5

appropriate irregularly spelled words. (RF.K.3 and 1.3 merge) **CC.1.1.1.D** **CC.1.1.K.D**		

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READING STANDARDS: FOUNDATIONAL SKILLS K-5

A	B	C
RF.4 Read with sufficient accuracy and fluency to support comprehension. (Fluency)		
Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.K.4 and 1.4 merge) **CC.1.1.1.E** **CC.1.1.K.E**	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.2.4 and 3.4 merge) **CC.1.1.3.E** **CC.1.1.2.E**	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4 and 5.4 merge) **CC.1.1.5.E** **CC.1.1.4.E**

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Math Standards

LEVEL A (K-1)

Number and Operations: Base Ten

Understand place value.
Understand that the two digits of a two-digit number represent amounts of tens and ones.
Understand the following as special cases:
a. 10 can be thought of as a bundle of ten ones — called a "ten."
b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). (1.NBT.2)
Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. (1.NBT.3)

CC.2.1.1.B.2

Use place value understanding and the properties of operations to add and subtract.
Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. (1.NBT.4)
Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. (1.NBT.5)
Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (1.NBT.6)

CC.2.1.1.B.3

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MATHEMATICS STANDARDS

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.
Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (1.OA.2)

CC.2.2.1.A.1

Understand and apply properties of operations and the relationship between addition and subtraction.
Apply properties of operations as strategies to add and subtract. *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* (1.OA.3)
Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.* (1.OA.4)
CC.2.2.1.A.2

Add and subtract with 20.
Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). (1.OA.5)
Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). (1.OA.6)

CC.2.2.1.A.1

Work with addition and subtraction.
Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.* (1.OA.7)
Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = □* (1.OA.8)

CC.2.2.1.A.2

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Geometry

Analyze, compare, create, compose shapes.
Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ "corners") and other attributes (e.g., having sides of equal length). (K.G.4)

CC.2.3.K.A.2

Reason with shapes and their attributes.
Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.[6] (1.G.2)

CC.2.3.1.A.1

Measurement and Data

Measure lengths indirectly and by iterating length units.
Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.* (1.MD.2)

CC.2.4.1.A.1

Represent and interpret data.
Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (1.MD.4)

CC.2.4.1.A.4

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[6] Students do not need to learn formal names such as "right rectangular prism."

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LEVEL B (2-3)

Number and Operations: Base Ten

Understand place value.
Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
a. 100 can be thought of as a bundle of ten tens — called a "hundred."
b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). (2.NBT.1)
Count within 1000; skip-count by 5s, 10s, and 100s. (2.NBT.2)
Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (2.NBT.3)
Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. (2.NBT.4)

CC.2.1.2.B.1
CC.2.1.2.B.2

Use place value understanding and properties of operations to add and subtract.
Add up to four two-digit numbers using strategies based on place value and properties of operations. (2.NBT.6)
Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. (2.NBT.7)
Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. (2.NBT.8)
Explain why addition and subtraction strategies work, using place value and the properties of operations. (2.NBT.9)

CC.2.1.2.B.3

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Use place value understanding and properties of operations to perform multi-digit arithmetic.[7]
Use place value understanding to round whole numbers to the nearest 10 or 100. (3.NBT.1)
Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (3.NBT.2)
Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations. (3.NBT.3)

CC.2.1.3.B.1

Number and Operations: Fractions[8]

Develop understanding of fractions as numbers.
Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. (3.NF.1)
Understand a fraction as a number on the number line; represent fractions on a number line diagram. (3.NF.2)
- Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. (3.NF.2a)
- Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. (3.NF.2b)
Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (3.NF.3)
- Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. (3.NF.3a)
- Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. (3.NF.3b)
- Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.* (3.NF.3c)
- Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. (3.NF.3d)

CC.2.1.3.C.1

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[7] A range of algorithms may be used.
[8] Expectations at this level in this domain are limited to fractions with denominators 2, 3, 4, 6, 8.

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Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (2.OA.1)

CC.2.2.2.A.1

Add and subtract with 20.
Fluently add and subtract within 20 using mental strategies. Know from memory all sums of two one-digit numbers. (2.OA.2)

CC.2.2.2.A.2

Represent and solve problems involving multiplication and division.
Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5×7.* (3.OA.1)
Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.* (3.OA.2)
Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (3.OA.3)
Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.* (3.OA.4)

CC.2.2.3.A.2

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Understand properties of multiplication and the relationship between multiplication and division.
Apply properties of operations as strategies to multiply and divide.[9] *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)* (3.OA.5)
Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.* (3.OA.6)

CC.2.2.3.A.2

Multiply and divide within 100.
Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. Know from memory all products of two one-digit numbers. (3.OA.7)

Solve problems involving the four operations, and identify and explain patterns in arithmetic.
Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.[10] (3.OA.8)
Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.* (3.OA.9)

CC.2.2.3.A.4

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[9] Students need not use formal terms for these properties.
[10] This standard is limited to problems posed with whole numbers having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

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Geometry
Reason with shapes and their attributes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[11] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (2.G.1) Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. (2.G.3) **CC.2.3.2.A.1** **CC.2.3.2.A.2**
Reason with shapes and their attributes. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. (3.G.1) Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.* (3.G.2) **CC.2.3.3.A.1** **CC.2.3.3.A.2**

Measurement and Data
Measure and estimate lengths in standard units. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. (2.MD.2) Estimate lengths using units of inches, feet, centimeters, and meters. (2.MD.3) Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. (2.MD.4) **CC.2.4.2.A.1**
Relate addition and subtraction to length. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the

[11] Sizes are compared directly or visually, not compared by measuring.

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numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. (2.MD.6)
CC.2.4.2.A.6

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. (3.MD.1)
Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (I).[12] Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.[13] (3.MD.2)

CC.2.4.3.A.1
CC.2.4.3.A.2

Represent and interpret data.
Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (2.MD.10)
Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* (3.MD.3)
Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (3.MD.4)

CC.2.4.3.A.4

Geometric measurement: understand concepts of area and relate to area of multiplication and addition.
Recognize area as an attribute of plane figures and understand concepts of area measurement.
a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units. (3.MD.5)
Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). (3.MD.6)
Relate area to the operations of multiplication and addition. (3.MD.7)

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[12] Excludes compound units such as cm3 and finding geometric volume of a container.
[13] Excludes multiplicative comparison problems (problems involving notions of "times as much").

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- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. (3.MD.7a)
- Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. (3.MD.7b)
- Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. (3.MD.7c)
- Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. (3.MD.7d)

CC.2.4.3.A.5
CC.2.4.3.A.6

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. (3.MD.8)

CC.2.4.3.A.6

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LEVEL C (4-5, +6)

Number and Operations: Base Ten (+ The Number System)

Generalize place value understanding for multi-digit whole numbers.
Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.* (4.NBT.1)
Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. (4.NBT.2)
Use place value understanding to round multi-digit whole numbers to any place. (4.NBT.3)

CC.2.1.4.B.1

Use place value understanding and properties of operations to perform multi-digit arithmetic.
Fluently add and subtract multi-digit whole numbers using the standard algorithm. (4.NBT.4)
Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (4.NBT.5)
Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (4.NBT.6)

CC.2.1.4.B.2

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Understand the place value system.

Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. (5.NBT.1)

Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (5.NBT.2)

Read, write, and compare decimals to thousandths. (5.NBT.3)

- Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). (5.NBT.3a)
- Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. (5.NBT.3b)

Use place value understanding to round decimals to any place. (5.NBT.4)

CC.2.1.5.B.1

Perform operations with multi-digit whole numbers and with decimals to hundredths.

Fluently multiply multi-digit whole numbers using the standard algorithm. (5.NBT.5)

Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (5.NBT.6)

Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (5.NBT.7) [Note from panel: Applications involving financial literacy should be used.]

CC.2.1.5.B.2

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The Number System

Compute fluently with multi-digit numbers and find common factors and multiples. Fluently divide multi-digit numbers using the standard algorithm. (6.NS.2) Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. (6.NS.3) Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4 (9 + 2).* (6.NS.4) **CC.2.1.6.E.2** **CC.2.1.6.E.3**

Number and Operations: Fractions[14]

Extend understanding of fraction equivalence and ordering. Explain why *a* fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. (4.NF.1) Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. (4.NF.2) **CC.2.1.4.C.1**

Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. (4.NF.3) • Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. (4.NF.3a) • Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.* (4.NF.3b) • Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. (4.NF.3c)

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[14] Expectations at this level in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

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- Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. (4.NF.3d)

Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. (4.NF.4)

- Understand a fraction a/b as a multiple of $1/b$. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).* (4.NF.4a)
- Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)* (4.NF.4b)
- Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?* (4.NF.4c)

CC.2.1.4.C.1
CC.2.1.4.C.2
CC.2.1.6.E.1

Understand decimal notation for fractions, and compare decimal fractions.
Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.* (4.NF.6)
Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model. (4.NF.7)
CC.2.1.4.C.3

Use equivalent fractions as strategy to add and subtract fractions.
Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* (5.NF.1)
Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.* (5.NF.2)

CC.2.1.5.C.1

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Apply and extend previous understanding of multiplication and division to multiply and divide fractions.
Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?* (5.NF.3)
Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. (5.NF.4)
Interpret multiplication as scaling (resizing), by:
a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. (5.NF.5)
Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. (5.NF.6)
Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (5.NF.7)
- Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.* (5.NF.7a)
- Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.* (5.NF.7b)
- Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?* (5.NF.7c)

CC.2.1.5.C.2

The Number System

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷*

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(3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi? (6.NS.1)

CC.2.2.6.B.1

Ratios and Proportional Relationships

Understand ratio concepts and use ratio reasoning to solve problems.
Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."* (6.RP.1)
Understand the concept of a unit rate *a/b* associated with a ratio *a:b* with b ≠ 0, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."*[15] (6.RP.2)

Operations and Algebraic Thinking

Use the four operations with whole numbers to solve problems.
Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. (4.OA.1)
Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (4.OA.2)
Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (4.OA.3)

CC.2.2.4.A.1

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[15] Expectations for unit rates at this level are limited to non-complex fractions.

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Gain familiarity with factors and multiples.
Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. (4.OA.4)

CC.2.2.4.A.2

Generate and analyze patterns.
Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.* (4.OA.5)

CC.2.2.4.A.4

Write and interpret numerical expressions.
Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. (5.OA.1)
Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (2100 + 425) is three times as large as the 2100 + 425, without having to calculate the indicated sum or product.* (5.OA.2)

CC.2.2.5.A.1

Expressions and Equations

Apply and extend previous understandings of arithmetic to algebraic expressions.
Write and evaluate numerical expressions involving whole-number exponents. (6.EE.1)
Write, read, and evaluate expressions in which letters stand for numbers. (6.EE.2)
- Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 – y.* (6.EE.2a)
- Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.* (6.EE.2b)
- Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas $V = s^3$ and $A = 6 s^2$ to find the volume and surface area of a cube with sides of length s = 1/2.* (6.EE.2c)

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Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.* (6.EE.3)

Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.* (6.EE.4)

CC.2.2.6.B.1

Reason about and solve one-variable equations and inequalities.
Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. (6.EE.5)

Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (6.EE.6)

Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers. (6.EE.7)

Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams. (6.EE.8)

CC.2.2.6.B.2

Represent and analyze quantitative relationships between dependent and independent variables.
Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.* (6.EE.9)

CC.2.2.6.B.2

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Geometry

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. (4.G.1)

CC.2.3.4.A.1

Graph points on the coordinate plane to solve real-world and mathematical problems.
Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). (5.G.1)
Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (5.G.2)

CC.2.3.5.A.1
CC.2.3.5.A.2

Classify two-dimensional figures into categories based on their properties.
Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.* (5.G.3)

Solve real-world and mathematical problems involving area, surface area, and volume.
Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. (6.G.1)
Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. (6.G.3)
Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. (6.G.4)

CC.2.3.6.A.1

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Measurement and Data

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. (4.MD.2)
Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.* (4.MD.3)

CC.2.4.4.A.1

Geometric measurement: understand concepts of angle and measure angles.
Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.
b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees. (4.MD.5)
Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. (4.MD.6)
Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. (4.MD.7)

CC.2.4.4.A.6

Convert like measurement units within a given measurement system.
Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. (5.MD.1)

CC.2.4.5.A.1

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Represent and interpret data.
Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.* (5.MD.2) [Note from panel: Plots of numbers other than measurements also should be encouraged.]

CC.2.4.5.A.4

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. (5.MD.3)
Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. (5.MD.4)
Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. (5.MD.5)
- Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. (5.MD.5a)
- Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. (5.MD.5b)
- Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. (5.MD.5c)

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Statistics and Probability
Develop understanding of statistical variability. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.* (6.SP.1) Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. (6.SP.2) Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. (6.SP.3) **CC.2.4.6.B.1**
Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots. (6.SP.4) [Also see S.ID.1]

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LEVEL D (+6, 7-8)

The Number System

Apply and extend previous understandings of numbers to the system of rational numbers.

Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (6.NS.5)

Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. (6.NS.6)

- Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite. (6.NS.6a)
- Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. (6.NS.6b)
- Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. (6.NS.6c)

Understand ordering and absolute value of rational numbers. (6.NS.7)

- Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.* (6.NS.7a)
- Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write $-3° C > -7° C$ to express the fact that $-3° C$ is warmer than $-7° C$.* (6.NS.7b)
- Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of -30 dollars, write $|-30| = 30$ to describe the size of the debt in dollars.* (6.NS.7c)
- Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.* (6.NS.7d)

Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. (6.NS.8)

CC.2.1.6.E.4

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Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. (7.NS.1)

- Describe situations in which opposite quantities combine to make 0. *For example, if a check is written for the same amount as a deposit, made to the same checking account, the result is a zero increase or decrease in the account balance.* (7.NS.1a)
- Understand $p + q$ as the number located a distance $|q|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. (7.NS.1b)
- Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. (7.NS.1c)
- Apply properties of operations as strategies to add and subtract rational numbers. (7.NS.1d)

Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. (7.NS.2)

- Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. (7.NS.2a)
- Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts. (7.NS.2b)
- Apply properties of operations as strategies to multiply and divide rational numbers. (7.NS.2c)
- Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. (7.NS.2d)

Solve real-world and mathematical problems involving the four operations with rational numbers. (7.NS.3)

CC.2.1.7.E.1

Know that there are numbers that are not rational, and approximate them by rational numbers.

Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). *For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.* (8.NS.2)

CC.2.1.8.E.4

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Understand ratio concepts and use ratio reasoning to solve problems.
Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. (6.RP.3)
- Make tables of equivalent ratios relating quantities with whole- number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. (6.RP.3a)
- Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?* (6.RP.3b)
- Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. (6.RP.3c)
- Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. (6.RP.3d)

Analyze proportional relationships and use them to solve real-world and mathematical problems.
Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction $^{1/2}/_{1/4}$ miles per hour, equivalently 2 miles per hour.* (7.RP.1)
Recognize and represent proportional relationships between quantities. (7.RP.2)
- Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. (7.RP.2a)
- Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. (7.RP.2b) [Also see 8.EE.5]
- Represent proportional relationships by equations. *For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.* (7.RP.2c)
- Explain what a point *(x, y)* on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, *r*) where *r* is the unit rate. (7.RP.2d)
Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.* (7.RP.3) [Also see 7.G.1 and G.MG.2]

CC.2.1.7.D.1

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Expressions and Equations

Use properties of operations to generate equivalent expressions.
Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. (7.EE.1)
Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."* (7.EE.2) [Also see A.SSE.2, A.SSE.3, A.SSE.3a, A.CED.4]

CC.2.2.7.B.1

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.* (7.EE.3)
Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (7.EE.4) [Also see A.CED.1 and A.REI.3]
- Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?* (7.EE.4a) [Also see A.CED.1 and A.REI.3]
- Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.* (7.EE.4b) [Also see A.CED.1 and A.REI.3]

CC.2.2.7.B.3

Work with radicals and integer exponents.
Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example, $3^2 \times 3^{(-5)} = 3^{(-3)} = (1/3)^3 = 1/27$.* (8.EE.1) [Also see F.IF.8b]
Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive

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rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. (8.EE.2) [Also see A.REI.2]

Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.* (8.EE.3)

Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology. (8.EE.4) [Also see N.Q.3]

CC.2.2.8.B.1

Understand the connections between proportional relationships, lines, and linear equations.

Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.* (8.EE.5) [Also see 7.RP.2b]

CC.2.2.8.B.2

Analyze and solve linear equations and pairs of simultaneous linear equations.

Solve linear equations in one variable. (8.EE.7) [Also see A.REI.3]
- Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). (8.EE.7a)
- Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. (8.EE.7b)

Analyze and solve pairs of simultaneous linear equations. (8.EE.8)
- Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. (8.EE.8a)
- Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.* (8.EE.8b) [Also see A.REI.6]
- Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.* (8.EE.8c)

CC.2.2.8.B.3

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Functions

Define, evaluate, and compare functions.

Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.[16] (8.F.1) [Also see F.IF.1]

Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.* (8.F.3)

Use functions to model relationships between quantities.

Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. (8.F.4) [Also see F.BF.1 and F.LE.5]

Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally. (8.F.5) [Also see A.REI.10 and F.IF.7]

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[16] Function notation is not required at this level.

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Geometry

Draw, construct, and describe geometrical figures and describe the relationships between them.
Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. (7.G.1) [Also see 7.RP.3]
CC.2.3.7.A.1

Solve real-life and mathematical problems involving angle, measure, area, surface area, and volume.
Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. (7.G.4)
Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. (7.G.5)
Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. (7.G.6) [Also see G.GMD.3]

Understand congruence and similarity using physical models, transparencies, or geometry software.
Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. (8.G.2) [Also see G.SRT.5]
Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. (8.G.4) [Also see G.SRT.5]
Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.* (8.G.5)

CC.2.3.8.A.1

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Understand and apply the Pythagorean Theorem.
Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. (8.G.7)
Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. (8.G.8)

CC.2.3.8.A.2

Statistics and Probability

Summarize and describe distributions.
Summarize numerical data sets in relation to their context, such as by:
a. Reporting the number of observations.
b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. (6.SP.5)

Use random sampling to draw inferences about a population.
Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. (7.SP.1)
Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.* (7.SP.2)

CC.2.4.7.B.1

Draw informal comparative inferences about two populations.
Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.* (7.SP.3)

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Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in one chapter of a science book are generally longer or shorter than the words in another chapter of a lower level science book.* (7.SP.4) [Also see S.ID.3]

CC.2.4.7.B.2

Investigate chance processes and develop, use, and evaluate probability models.
Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. (7.SP.5)
Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.* (7.SP.6)
Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. (7.SP.7)
- Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.* (7.SP.7a)
- Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?* (7.SP.7b)

Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. (7.SP.8a)
Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event. (7.SP.8b)

CC.2.4.7.B.2
CC.2.4.7.B.3

Investigate patterns of association in bivariate data.
Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. (8.SP.1) [Also see S.ID.1]
Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the

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data points to the line. (8.SP.2)

Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.* (8.SP.3) [Also see S.ID.7]

Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they like to cook and whether they participate actively in a sport. Is there evidence that those who like to cook also tend to play sports?* (8.SP.4) [Also see S.ID.5]

CC.2.4.8.B.1

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LEVEL E (High School)

Number and Quantity: The Real Number System

Extend the properties of exponents to rational exponents.
Rewrite expressions involving radicals and rational exponents using the properties of exponents. (N.RN.2)

CC.2.1.HS.F.1

Number and Quantity: Quantities

Reason quantitatively and use units to solve problems.
Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.* (N.Q.1)
Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.* (N.Q.3) [Also see 8.EE.4]

CC.2.1.HS.F.3
CC.2.1.HS.F.4
CC.2.1.HS.F.5

Algebra: Seeing Structure in Expressions

Interpret the structure of expressions.
Interpret expressions that represent a quantity in terms of its context.* (A.SSE.1)
- Interpret parts of an expression, such as terms, factors, and coefficients.* (A.SSE.1a)

Use the structure of an expression to identify ways to rewrite it. *For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.* (A.SSE.2) [Also see 7.EE.2]

CC.2.2.HS.D.1

Write expressions in equivalent forms to solve problems.
Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* (A.SSE.3) [Also see 7.EE.2]
- Factor a quadratic expression to reveal the zeros of the function it defines.* (A.SSE.3a) [Also see 7.EE.2]

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CC.2.2.HS.D.2

Algebra: Arithmetic with Polynomials and Rational Expressions

Perform arithmetic operations on polynomials.
Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. (A.APR.1) [Note from panel: Emphasis should be on operations with polynomials.]

CC.2.2.HS.D.3

Rewrite rational expressions.
Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system. (A.APR.6)

CC.2.2.HS.D.6

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Algebra: Creating Equations

Create equations that describe numbers or relationships.
Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions*.* (A.CED.1) [Also see 7.EE.4, 7.EE.4a, and 7.EE.4b]
Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.* (A.CED.2)
Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non- viable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.** (A.CED.3)
Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.** (A.CED.4) [Also see 7.EE.2]

CC.2.2.HS.D.7

Algebra: Reasoning with Equations and Inequalities

Understand solving equations as a process of reasoning and explain the reasoning.
Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. (A.REI.1)
Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. (A.REI.2) [Also see 8.EE.2]

CC.2.2.HS.D.8
CC.2.2.HS.D.9

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Solve equations and inequalities in one equation.
Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. (A.REI.3) [Also see 7.EE.4, 7.EE.4a, 7.EE.4b, and 8.EE.7]
Solve quadratic equations in one variable. (A.REI.4)
Solve systems of equations.
Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. (A.REI.6) [Also see 8.EE.8b]
Represent and solve equations and inequalities graphically.
Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). (A.REI.10) [Also see 8.F.5]

CC.2.2.HS.D.10

Functions: Interpreting Functions

Understand the concept of a function and use function notation.
Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$. (F.IF.1) [Also see 8.F.1]
Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. (F.IF.2)

CC.2.2.HS.C.1

Interpret functions that arise in applications in terms of the context.
For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *For example, for a quadratic function modeling a projectile in motion, interpret the intercepts and the vertex of the function in the context of the problem.** (F.IF.4) [*Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*]
Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.** (F.IF.5)
Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.* (F.IF.6) [NOTE: See conceptual modeling categories.]

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CC.2.2.HS.C.2

Analyze functions using different representations.
Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* (F.IF.7) [Also see 8.F.5]
Use properties of exponents to interpret expressions for exponential functions. *For example, identify percent rate of change in an exponential function and then classify it as representing exponential growth or decay.* (F.IF.8b) [Also see 8.EE.1]
Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.* (F.IF.9)

CC.2.2.HS.C.2

Functions: Building Functions

Build a function that models a relationship between two quantities.
Write a function that describes a relationship between two quantities.* (F.BF.1) [Also see 8.F.4]

CC.2.2.HS.C.3

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Functions: Linear, Quadratic, and Exponential Models

Construct and compare linear, quadratic, and exponential models and solve problems.
Distinguish between situations that can be modeled with linear functions and with exponential functions.* (F.LE.1)
- Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.* (F.LE.1b)
- Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.* (F.LE.1c)

CC.2.2.HS.C.5

Interpret expressions for functions in terms of the situation they model.
Interpret the parameters in a linear or exponential function in terms of a context.* (F.LE.5) [Also see 8.F.4]

CC.2.2.HS.C.6

Geometry: Congruence

Experiment with transformations in the plane.
Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. (G.CO.1)

CC.2.3.HS.A.1

Geometry: Similarity, Right Triangles, and Trigonometry

Prove theorems involving similarity.
Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures. (G.SRT.5) [Also see 8.G.2 and 8.G.4]

CC.2.3.HS.A.6

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Geometry: Geometric Measurement and Dimension

Explain volume formulas and use them to solve problems.
Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.* (G.GMD.3) [Also see 7.G.6]

CC.2.3.HS.A.12

Geometry: Modeling with Geometry

Apply geometric concepts in modeling situations.
Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).* (G.MG.2) [Also see 7.RP.3]

CC.2.3.HS.A.14

Statistics and Probability: Interpreting Categorical and Quantitative Data

Summarize, represent, and interpret data on a single count or measurable variable.
Represent data with plots on the real number line (dot plots, histograms, and box plots). (S.ID.1) [Also see 6.SP.4 and 8.SP.1]
Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). (S.ID.3) [Also see 7.SP.4]

CC.2.4.HS.B.1

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Summarize, represent, and interpret data on two categorical and quantitative variables.
Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. (S.ID.5) [Also see 8.SP.4]

CC.2.4.HS.B.2

Interpret linear models.
Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. (S.ID.7) [Also see 8.SP.3]
Distinguish between correlation and causation. (S.ID.9)

CC.2.4.HS.B.3

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