

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Language Arts	Reading Standards for Literature	Key Ideas and Details	Kindergarten	RL.K.1 With prompting and support, ask and answer questions about key details in a text.	RL.K.1. With prompting and support, ask and answer questions about key details in a text
Language Arts	Reading Standards for Literature	Key Ideas and Details	Kindergarten	RL.K.2 With prompting and support, retell familiar stories, including key details.	RL.K.2. With prompting and support, retell familiar stories, including key details
Language Arts	Reading Standards for Literature	Key Ideas and Details	Kindergarten	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	RL.K.3. With prompting and support, identify characters, settings, and major events in a story
Language Arts	Reading Standards for Literature	Key Ideas and Details	1st Grade	RL.1.1 Ask and answer questions about key details in a text.	RL.1.1. Ask and answer questions about key details in a text
Language Arts	Reading Standards for Literature	Key Ideas and Details	1st Grade	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RL.1.2. Retell stories, including details, and demonstrate understanding of the central message or lesson
Language Arts	Reading Standards for Literature	Key Ideas and Details	1st Grade	RL.1.3 Describe characters, settings, and major events in a story, using key details.	RL.1.3. Describe characters, settings, and major events in a story, using key details
Language Arts	Reading Standards for Literature	Key Ideas and Details	2nd Grade	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RL.2.1. Ask and answer the questions who, what, where, when, why and how to show understanding of text
Language Arts	Reading Standards for Literature	Key Ideas and Details	2nd Grade	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	RL.2.2. Recount fables and folktales from diverse cultures; determine central message, lesson or moral
Language Arts	Reading Standards for Literature	Key Ideas and Details	2nd Grade	RL.2.3 Describe how characters in a story respond to major events and challenges.	RL.2.3. Describe how characters in a story respond to major events and challenges
Language Arts	Reading Standards for Literature	Key Ideas and Details	3rd Grade	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.3.1. Ask and answer questions to show understanding of a text, referring to text as basis for answers
Language Arts	Reading Standards for Literature	Key Ideas and Details	3rd Grade	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.3.2. Recount culturally diverse fables/folktales/myths, identify message/lesson using text detail
Language Arts	Reading Standards for Literature	Key Ideas and Details	3rd Grade	RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	RL.3.3. Describe characters in a story and explain how their actions contribute to the sequence of events

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Language Arts	Reading Standards for Literature	Craft and Structure	Kindergarten	RL.K.4 Ask and answer questions about unknown words in a text.	RL.K.4. Ask and answer questions about unknown words in a text
Language Arts	Reading Standards for Literature	Craft and Structure	Kindergarten	RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	RL.K.5. Recognize common types of texts (e.g., storybooks, poems)
Language Arts	Reading Standards for Literature	Craft and Structure	Kindergarten	RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	RL.K.6. With prompting and support, identify the name and role of the author and illustrator of a story
Language Arts	Reading Standards for Literature	Craft and Structure	1st Grade	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
Language Arts	Reading Standards for Literature	Craft and Structure	1st Grade	RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	RL.1.5. Explain major differences between books that tell stories and books that give information
Language Arts	Reading Standards for Literature	Craft and Structure	1st Grade	RL.1.6 Identify who is telling the story at various points in a text.	RL.1.6. Identify who is telling the story at various points in a text
Language Arts	Reading Standards for Literature	Craft and Structure	2nd Grade	RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RL.2.4. Describe how words and phrases supply rhythm and meaning in a story, poem or song
Language Arts	Reading Standards for Literature	Craft and Structure	2nd Grade	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	RL.2.5. Describe the overall structure of a story, including beginning introductions/ending conclusions
Language Arts	Reading Standards for Literature	Craft and Structure	2nd Grade	RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	RL.2.6. Acknowledge different characters' points of view, including speaking in different voices
Language Arts	Reading Standards for Literature	Craft and Structure	3rd Grade	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.3.4. Determine the meaning of words and phrases in text, distinguish literal from nonliteral language
Language Arts	Reading Standards for Literature	Craft and Structure	3rd Grade	RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.3.5. Refer to parts of stories, dramas and poems, using terms such as chapter, scene and stanza
Language Arts	Reading Standards for Literature	Craft and Structure	3rd Grade	RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters

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Language Arts	Reading Standards for Literature	Integration of Knowledge and Ideas	Kindergarten	RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	RL.K.7. With scaffolding, describe relationship between illustrations and the story in which they appear
Language Arts	Reading Standards for Literature	Integration of Knowledge and Ideas	Kindergarten	(RL.K.8 not applicable to literature)	(RL.K.8 not applicable to literature)
Language Arts	Reading Standards for Literature	Integration of Knowledge and Ideas	Kindergarten	RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	RL.K.9. With scaffolding, compare and contrast the adventures and experiences of characters in stories
Language Arts	Reading Standards for Literature	Integration of Knowledge and Ideas	1st Grade	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	RL.1.7. Use illustrations and details in a story to describe its characters, setting or events
Language Arts	Reading Standards for Literature	Integration of Knowledge and Ideas	1st Grade	(RL.1.8 not applicable to literature)	(RL.1.8 not applicable to literature)
Language Arts	Reading Standards for Literature	Integration of Knowledge and Ideas	1st Grade	RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	RL.1.9. Compare and contrast the adventures and experiences of characters in stories
Language Arts	Reading Standards for Literature	Integration of Knowledge and Ideas	2nd Grade	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	RL.2.7. Use information from illustrations/words in print or digital text to understand story elements
Language Arts	Reading Standards for Literature	Integration of Knowledge and Ideas	2nd Grade	(RL.2.8 not applicable to literature)	(RL.2.8 not applicable to literature)
Language Arts	Reading Standards for Literature	Integration of Knowledge and Ideas	2nd Grade	RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	RL.2.9. Compare and contrast versions of the same story by different authors or from different cultures
Language Arts	Reading Standards for Literature	Integration of Knowledge and Ideas	3rd Grade	RL.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. Explain how aspects of a text's illustrations contribute to what is conveyed by the words
Language Arts	Reading Standards for Literature	Integration of Knowledge and Ideas	3rd Grade	(RL.3.8 not applicable to literature)	(RL.3.8 not applicable to literature)

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Language Arts	Reading Standards for Literature	Integration of Knowledge and Ideas	3rd Grade	RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	RL.3.9. Compare and contrast themes, settings and plots of different stories in a series by same author
Language Arts	Reading Standards for Literature	Range of Reading and Level of Text Complexity	Kindergarten	RL.K.10 Actively engage in group reading activities with purpose and understanding.	RL.K.10. Actively engage in group reading activities with purpose and understanding
Language Arts	Reading Standards for Literature	Range of Reading and Level of Text Complexity	1st Grade	RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1
Language Arts	Reading Standards for Literature	Range of Reading and Level of Text Complexity	2nd Grade	RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.2.10. Read/comprehend literature for grades 2–3 complexity band proficiently, scaffolding as needed
Language Arts	Reading Standards for Literature	Range of Reading and Level of Text Complexity	3rd Grade	RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	RL.3.10. Read/comprehend literature at high end of Gr. 2–3 complexity band independently/proficiently
Language Arts	Reading Standards for Informational Text	Key Ideas and Details	Kindergarten	RI.K.1 With prompting and support, ask and answer questions about key details in a text.	RI.K.1. With prompting and support, ask and answer questions about key details in a text
Language Arts	Reading Standards for Informational Text	Key Ideas and Details	Kindergarten	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	RI.K.2. With prompting and support, identify the main topic and retell key details of a text
Language Arts	Reading Standards for Informational Text	Key Ideas and Details	Kindergarten	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.K.3. With scaffolding, describe connection between 2 individuals/events/ideas or pieces of information
Language Arts	Reading Standards for Informational Text	Key Ideas and Details	1st Grade	RI.1.1 Ask and answer questions about key details in a text.	RI.1.1. Ask and answer questions about key details in a text
Language Arts	Reading Standards for Informational Text	Key Ideas and Details	1st Grade	RI.1.2 Identify the main topic and retell key details of a text.	RI.1.2. Identify the main topic and retell key details of a text
Language Arts	Reading Standards for Informational Text	Key Ideas and Details	1st Grade	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.1.3. Describe the connection between two individuals, events, ideas or pieces of information in a text

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Language Arts	Reading Standards for Informational Text	Key Ideas and Details	2nd Grade	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RI.2.1. Ask and answer the questions who, what, where, when, why and how to show understanding
Language Arts	Reading Standards for Informational Text	Key Ideas and Details	2nd Grade	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	RI.2.2. Identify main topic of a multi-paragraph text/the focus of specific paragraphs within the text
Language Arts	Reading Standards for Informational Text	Key Ideas and Details	2nd Grade	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RI.2.3. Describe connections between historical events, scientific ideas or steps in technical procedures
Language Arts	Reading Standards for Informational Text	Key Ideas and Details	3rd Grade	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.1. Ask and answer questions to show understanding of a text, referring to text as basis for answers
Language Arts	Reading Standards for Informational Text	Key Ideas and Details	3rd Grade	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.3.2. Determine main idea of a text; recount the key details; explain how they support the main idea
Language Arts	Reading Standards for Informational Text	Key Ideas and Details	3rd Grade	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	RI.3.3. Describe various informational texts using language pertaining to time, sequence, cause/effect
Language Arts	Reading Standards for Informational Text	Craft and Structure	Kindergarten	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text
Language Arts	Reading Standards for Informational Text	Craft and Structure	Kindergarten	RI.K.5 Identify the front cover, back cover, and title page of a book.	RI.K.5. Identify the front cover, back cover and title page of a book
Language Arts	Reading Standards for Informational Text	Craft and Structure	Kindergarten	RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	RI.K.6. Name the author and illustrator of a text and define the role of each
Language Arts	Reading Standards for Informational Text	Craft and Structure	1st Grade	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
Language Arts	Reading Standards for Informational Text	Craft and Structure	1st Grade	RI.1.5. 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. Know and use various text features to locate key facts or information in a text

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Language Arts	Reading Standards for Informational Text	Craft and Structure	1st Grade	RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	RI.1.6. Distinguish between information provided by illustrations and provided by words in a text
Language Arts	Reading Standards for Informational Text	Craft and Structure	2nd Grade	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade-level topic or subject
Language Arts	Reading Standards for Informational Text	Craft and Structure	2nd Grade	RI.2.5 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. Know and use various text features to locate key facts or information in a text efficiently
Language Arts	Reading Standards for Informational Text	Craft and Structure	2nd Grade	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	RI.2.6. Identify the main purpose of a text; what the author wants to answer, explain or describe
Language Arts	Reading Standards for Informational Text	Craft and Structure	3rd Grade	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text
Language Arts	Reading Standards for Informational Text	Craft and Structure	3rd Grade	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	RI.3.5. Use text features/search tools (key words, sidebars, hyperlinks) to locate relevant information
Language Arts	Reading Standards for Informational Text	Craft and Structure	3rd Grade	RI.3.6 Distinguish their own point of view from that of the author of a text.	RI.3.6. Distinguish their own point of view from that of the author of a text
Language Arts	Reading Standards for Literature	Integration of Knowledge and Ideas	Kindergarten	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	RL.K.7. With scaffolding, describe relationship between illustrations and the text in which they appear
Language Arts	Reading Standards for Informational Text	Integration of Knowledge and Ideas	Kindergarten	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text
Language Arts	Reading Standards for Informational Text	Integration of Knowledge and Ideas	Kindergarten	RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI.K.9. With scaffolding, identify basic similarities/differences between two texts on the same topic
Language Arts	Reading Standards for Informational Text	Integration of Knowledge and Ideas	1st Grade	RI.1.7 Use the illustrations and details in a text to describe its key ideas.	RI.1.7. Use the illustrations and details in a text to describe its key ideas

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Language Arts	Reading Standards for Informational Text	Integration of Knowledge and Ideas	1st Grade	RI.1.8 Identify the reasons an author gives to support points in a text.	RI.1.8. Identify the reasons an author gives to support points in a text
Language Arts	Reading Standards for Informational Text	Integration of Knowledge and Ideas	1st Grade	RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI.1.9. Identify basic similarities in and differences between two texts on the same topic
Language Arts	Reading Standards for Informational Text	Integration of Knowledge and Ideas	2nd Grade	RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	RI.2.7. Explain how specific images (including diagrams) contribute to and clarify a text
Language Arts	Reading Standards for Informational Text	Integration of Knowledge and Ideas	2nd Grade	RI.2.8 Describe how reasons support specific points the author makes in a text.	RI.2.8. Describe how reasons support specific points the author makes in a text
Language Arts	Reading Standards for Informational Text	Integration of Knowledge and Ideas	2nd Grade	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	RI.2.9. Compare and contrast the most important points presented by two texts on the same topic
Language Arts	Reading Standards for Informational Text	Integration of Knowledge and Ideas	3rd Grade	RI.3.7 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. Use information gained from illustrations and words in a text to show understanding of the text
Language Arts	Reading Standards for Informational Text	Integration of Knowledge and Ideas	3rd Grade	RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text
Language Arts	Reading Standards for Informational Text	Integration of Knowledge and Ideas	3rd Grade	RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	RI.3.9. Compare and contrast important points and details presented in two texts on the same topic
Language Arts	Reading Standards for Informational Text	Range of Reading and Level of Text Complexity	Kindergarten	RI.K.10 Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding
Language Arts	Reading Standards for Informational Text	Range of Reading and Level of Text Complexity	1st Grade	RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1

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Language Arts	Reading Standards for Informational Text	Range of Reading and Level of Text Complexity	2nd Grade	RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.2.10. Read/comprehend informational text in grades 2-3 complexity band proficiently with scaffolding
Language Arts	Reading Standards for Informational Text	Range of Reading and Level of Text Complexity	3rd Grade	RI.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	RI.3.10. Read/comprehend literature at high end of Gr. 2–3 complexity band independently/proficiently
Language Arts	Reading Standards: Foundational Skills	Print Concepts	Kindergarten	RF.K.1 Demonstrate understanding of the organization and basic features of print.	RF.K.1. Demonstrate understanding of the organization and basic features of print
Language Arts	Reading Standards: Foundational Skills	Print Concepts	Kindergarten	RF.K.1a Follow words from left to right, top to bottom, and page by page.	RF.K.1a. Follow words from left to right, top to bottom, and page by page
Language Arts	Reading Standards: Foundational Skills	Print Concepts	Kindergarten	RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.	RF.K.1b. Recognize spoken words are represented in written language by specific sequences of letters
Language Arts	Reading Standards: Foundational Skills	Print Concepts	Kindergarten	RF.K.1c Understand that words are separated by spaces in print.	RF.K.1c. Understand that words are separated by spaces in print
Language Arts	Reading Standards: Foundational Skills	Print Concepts	Kindergarten	RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.	RF.K.1d. Recognize and name all uppercase and lowercase letters of the alphabet
Language Arts	Reading Standards: Foundational Skills	Print Concepts	1st Grade	RF.1.1 Demonstrate understanding of the organization and basic features of print.	RF.1.1. Demonstrate understanding of the organization and basic features of print
Language Arts	Reading Standards: Foundational Skills	Print Concepts	1st Grade	RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	RF.1.1a. Recognize distinguishing features of a sentence (first word/capitalization/ending punctuation)
Language Arts	Reading Standards: Foundational Skills	Phonological Awareness	Kindergarten	RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
Language Arts	Reading Standards: Foundational Skills	Phonological Awareness	Kindergarten	RF.K.2a Recognize and produce rhyming words.	RF.K.2a. Recognize and produce rhyming words
Language Arts	Reading Standards: Foundational Skills	Phonological Awareness	Kindergarten	RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	RF.K.2b. Count, pronounce, blend, and segment syllables in spoken words
Language Arts	Reading Standards: Foundational Skills	Phonological Awareness	Kindergarten	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	RF.K.2c. Blend and segment onsets and rimes of single-syllable spoken words

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Language Arts	Reading Standards: Foundational Skills	Phonological Awareness	Kindergarten	RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	RF.K.2d. Isolate and pronounce initial/medial vowel/final phonemes in CVC words, excluding /l/, /r/, /x/
Language Arts	Reading Standards: Foundational Skills	Phonological Awareness	Kindergarten	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	RF.K.2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words
Language Arts	Reading Standards: Foundational Skills	Phonological Awareness	1st Grade	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
Language Arts	Reading Standards: Foundational Skills	Phonological Awareness	1st Grade	RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.	RF.1.2a. Distinguish long from short vowel sounds in spoken single-syllable words
Language Arts	Reading Standards: Foundational Skills	Phonological Awareness	1st Grade	RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	RF.1.2b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
Language Arts	Reading Standards: Foundational Skills	Phonological Awareness	1st Grade	RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	RF.1.2c. Isolate and pronounce initial/medial vowel/final sounds (phonemes) in spoken one-syllable words
Language Arts	Reading Standards: Foundational Skills	Phonological Awareness	1st Grade	RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	RF.1.2d. Segment spoken single-syllable words into complete sequence of individual sounds (phonemes)
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	Kindergarten	RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	Kindergarten	RF.K.3a 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.	RF.K.3a. Show 1-to-1 letter-sound correspondences by producing primary or frequent consonant sounds
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	Kindergarten	RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	RF.K.3b. Associate the long and short sounds with the common spellings for the five major vowels
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	Kindergarten	RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	RF.K.3c. Read common high-frequency words by sight

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Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	Kindergarten	RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	RF.K.3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	1st Grade	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	1st Grade	RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.	RF.1.3a. Know the spelling-sound correspondences for common consonant digraphs
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	1st Grade	RF.1.3b Decode regularly spelled one-syllable words.	RF.1.3b. Decode regularly spelled one-syllable words
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	1st Grade	RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.	RF.1.3c. Know final -e and common vowel team conventions for representing long vowel sounds
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	1st Grade	RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	RF.1.3d. Know every syllable must have a vowel sound to determine number of syllables in a printed word
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	1st Grade	RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.	RF.1.3e. Decode two-syllable words following basic patterns by breaking the words into syllables
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	1st Grade	RF.1.3f Read words with inflectional endings.	RF.1.3f. Read words with inflectional endings
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	1st Grade	RF.1.3g Recognize and read grade-appropriate irregularly spelled words.	RF.1.3g. Recognize and read grade-appropriate irregularly spelled words
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	2nd Grade	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	2nd Grade	RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	RF.2.3a. Distinguish long and short vowels when reading regularly spelled one-syllable words
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	2nd Grade	RF.2.3b Know spelling-sound correspondences for additional common vowel teams.	RF.2.3b. Know spelling-sound correspondences for additional common vowel teams
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	2nd Grade	RF.2.3c Decode regularly spelled two-syllable words with long vowels.	RF.2.3c. Decode regularly spelled two-syllable words with long vowels
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	2nd Grade	RF.2.3d Decode words with common prefixes and suffixes.	RF.2.3d. Decode words with common prefixes and suffixes

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	2nd Grade	RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.	RF.2.3e. Identify words with inconsistent but common spelling-sound correspondences
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	2nd Grade	RF.2.3f Recognize and read grade-appropriate irregularly spelled words.	RF.2.3f. Recognize and read grade-appropriate irregularly spelled words
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	3rd Grade	RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	3rd Grade	RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.	RF.3.3a. Identify and know the meaning of the most common prefixes and derivational suffixes
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	3rd Grade	RF.3.3b Decode words with common Latin suffixes.	RF.3.3b. Decode words with common Latin suffixes
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	3rd Grade	RF.3.3c Decode multisyllable words.	RF.3.3c. Decode multisyllable words
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	3rd Grade	RF.3.3d Read grade-appropriate irregularly spelled words.	RF.3.3d. Read grade-appropriate irregularly spelled words
Language Arts	Reading Standards: Foundational Skills	Fluency	Kindergarten	RF.K.4 Read emergent-reader texts with purpose and understanding.	RF.K.4. Read emergent-reader texts with purpose and understanding
Language Arts	Reading Standards: Foundational Skills	Fluency	1st Grade	RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	RF.1.4. Read with sufficient accuracy and fluency to support comprehension
Language Arts	Reading Standards: Foundational Skills	Fluency	1st Grade	RF.1.4a Read grade-level text with purpose and understanding.	RF.1.4a. Read grade-level text with purpose and understanding
Language Arts	Reading Standards: Foundational Skills	Fluency	1st Grade	RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.1.4b. Read grade-level text orally with accuracy, appropriate rate, expression on successive readings
Language Arts	Reading Standards: Foundational Skills	Fluency	1st Grade	RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.1.4c. Use context to confirm or self-correct word recognition and understanding, rereading as needed
Language Arts	Reading Standards: Foundational Skills	Fluency	2nd Grade	RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	RF.2.4. Read with sufficient accuracy and fluency to support comprehension
Language Arts	Reading Standards: Foundational Skills	Fluency	2nd Grade	RF.2.4a Read grade-level text with purpose and understanding.	RF.2.4a. Read grade-level text with purpose and understanding

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Language Arts	Reading Standards: Foundational Skills	Fluency	2nd Grade	RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4b. Read grade-level text orally with accuracy, appropriate rate, expression on successive readings
Language Arts	Reading Standards: Foundational Skills	Fluency	2nd Grade	RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.2.4c. Use context to confirm or self-correct word recognition and understanding, rereading as needed
Language Arts	Reading Standards: Foundational Skills	Fluency	3rd Grade	RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	RF.3.4. Read with sufficient accuracy and fluency to support comprehension
Language Arts	Reading Standards: Foundational Skills	Fluency	3rd Grade	RF.3.4a Read grade-level text with purpose and understanding.	RF.3.4a. Read grade-level text with purpose and understanding
Language Arts	Reading Standards: Foundational Skills	Fluency	3rd Grade	RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	RF.3.4b. Read prose and poetry orally with accuracy, appropriate rate, expression on successive readings
Language Arts	Reading Standards: Foundational Skills	Fluency	3rd Grade	RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.3.4c. Use context to confirm or self-correct word recognition and understanding, rereading as needed
Language Arts	Writing Standards	Text Types and Purposes	Kindergarten	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	W.K.1. Compose opinion pieces; draw, dictate and write to tell about topics/books/preferences
Language Arts	Writing Standards	Text Types and Purposes	Kindergarten	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	W.K.2. Compose informative/explanatory text; draw, dictate, and write to give information about a topic
Language Arts	Writing Standards	Text Types and Purposes	Kindergarten	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	W.K.3. Compose narrative text; draw/dictate/write about event(s) and provide a reaction to what happened

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Language Arts	Writing Standards	Text Types and Purposes	1st Grade	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	W.1.1. Write opinion pieces; introduce topic, state an opinion, supply reason, provide closure
Language Arts	Writing Standards	Text Types and Purposes	1st Grade	W.1.2 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. Write informative/explanatory texts; name a topic, supply facts about the topic, provide closure
Language Arts	Writing Standards	Text Types and Purposes	1st Grade	W.1.3 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. Write narratives; recount sequenced events, include details, use temporal words, provide closure
Language Arts	Writing Standards	Text Types and Purposes	2nd Grade	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	W.2.1. Write opinion pieces; introduce topic, state/support opinion, use linking words, provide closure
Language Arts	Writing Standards	Text Types and Purposes	2nd Grade	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	W.2.2. Write informative/explanatory texts; introduce a topic, use facts and definitions, provide closure
Language Arts	Writing Standards	Text Types and Purposes	2nd Grade	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	W.2.3. Write narratives; recount events, describe actions/thoughts, use temporal words, provide closure
Language Arts	Writing Standards	Text Types and Purposes	3rd Grade	W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons
Language Arts	Writing Standards	Text Types and Purposes	3rd Grade	W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	W.3.1a. Introduce writing topic or text, state an opinion, create organizational structure with reasons
Language Arts	Writing Standards	Text Types and Purposes	3rd Grade	W.3.1b Provide reasons that support the opinion.	W.3.1b. Provide reasons that support the opinion

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Language Arts	Writing Standards	Text Types and Purposes	3rd Grade	W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	W.3.1c. Use linking words and phrases (because, therefore, for example) to connect opinion and reasons
Language Arts	Writing Standards	Text Types and Purposes	3rd Grade	W.3.1d Provide a concluding statement or section.	W.3.1d. Provide a concluding statement or section in writing
Language Arts	Writing Standards	Text Types and Purposes	3rd Grade	W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly
Language Arts	Writing Standards	Text Types and Purposes	3rd Grade	W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	W.3.2a. Introduce topic, group related information together; include illustrations to aid comprehension
Language Arts	Writing Standards	Text Types and Purposes	3rd Grade	W.3.2b Develop the topic with facts, definitions, and details.	W.3.2b. Develop the topic with facts, definitions, and details
Language Arts	Writing Standards	Text Types and Purposes	3rd Grade	W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	W.3.2c. Use linking words and phrases to connect ideas within categories of information
Language Arts	Writing Standards	Text Types and Purposes	3rd Grade	W.3.2d Provide a concluding statement or section.	W.3.2d. Provide a concluding statement or section
Language Arts	Writing Standards	Text Types and Purposes	3rd Grade	W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	W.3.3a. Establish situation, introduce narrator/characters; organize event sequence to unfold naturally
Language Arts	Writing Standards	Text Types and Purposes	3rd Grade	W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	W.3.3b. Use dialogue and descriptions to develop experiences, events, show response of characters
Language Arts	Writing Standards	Text Types and Purposes	3rd Grade	W.3.3c Use temporal words and phrases to signal event order.	W.3.3c. Use temporal words and phrases to signal event order when writing a narrative
Language Arts	Writing Standards	Text Types and Purposes	3rd Grade	W.3.3d Provide a sense of closure.	W.3.3d. Provide a sense of closure when writing a narrative
Language Arts	Writing Standards	Production and Distribution of Writing	Kindergarten	(W.K.4 begins in grade 3)	(W.K.4 begins in grade 3)
Language Arts	Writing Standards	Production and Distribution of Writing	Kindergarten	W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	W.K.5. With adult guidance, respond to peer questions/suggestions and add details to strengthen writing

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Language Arts	Writing Standards	Production and Distribution of Writing	Kindergarten	W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.K.6. With adult guidance, explore digital tools to produce/publish writing with peer collaboration
Language Arts	Writing Standards	Production and Distribution of Writing	1st Grade	(W.1.4 begins in grade 3)	(W.1.4 begins in grade 3)
Language Arts	Writing Standards	Production and Distribution of Writing	1st Grade	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	W.1.5. With guidance, focus on a topic, respond to peer feedback and add details to strengthen writing
Language Arts	Writing Standards	Production and Distribution of Writing	1st Grade	W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.1.6. With guidance from adults, use digital tools to produce/publish writing; collaborate with peers
Language Arts	Writing Standards	Production and Distribution of Writing	2nd Grade	(W.2.4 begins in grade 3)	(W.2.4 begins in grade 3)
Language Arts	Writing Standards	Production and Distribution of Writing	2nd Grade	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	W.2.5. With guidance from adults/peers, focus on a topic and strengthen writing by revising and editing
Language Arts	Writing Standards	Production and Distribution of Writing	2nd Grade	W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.2.6. With guidance from adults, use digital tools to produce/publish writing; collaborate with peers
Language Arts	Writing Standards	Production and Distribution of Writing	3rd Grade	W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.3.4. With guidance from adults, develop/organize/produce writing appropriate to task and purpose
Language Arts	Writing Standards	Production and Distribution of Writing	3rd Grade	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	W.3.5. With guidance from peers and adults, plan/revise/edit to develop and strengthen writing
Language Arts	Writing Standards	Production and Distribution of Writing	3rd Grade	W.3.6 With guidance from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	W.3.6. With adult guidance, use technology to produce/publish writing; interact/collaborate with others

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Language Arts	Writing Standards	Research to Build and Present Knowledge	Kindergarten	W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	W.K.7. Participate in shared research and writing projects; explore a number of books/express opinions
Language Arts	Writing Standards	Research to Build and Present Knowledge	Kindergarten	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.K.8. With adult guidance, recall experiences or gather information from sources to answer questions
Language Arts	Writing Standards	Research to Build and Present Knowledge	Kindergarten	(W.K.9 begins in grade 4)	(W.K.9 begins in grade 4)
Language Arts	Writing Standards	Research to Build and Present Knowledge	1st Grade	W.1.7 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. Participate in shared research and writing projects (explore “how-to” books, write instructions)
Language Arts	Writing Standards	Research to Build and Present Knowledge	1st Grade	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.1.8. With adult guidance, recall experiences/gather information from sources to answer a question
Language Arts	Writing Standards	Research to Build and Present Knowledge	1st Grade	(W.1.9 begins in grade 4)	(W.1.9 begins in grade 4)
Language Arts	Writing Standards	Research to Build and Present Knowledge	2nd Grade	W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	W.2.7. Participate in shared research and writing projects (produce reports, record science observations)
Language Arts	Writing Standards	Research to Build and Present Knowledge	2nd Grade	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	W.2.8. Recall information from experiences or gather information from sources to answer a question
Language Arts	Writing Standards	Research to Build and Present Knowledge	2nd Grade	(W.2.9 begins in grade 4)	(W.2.9 begins in grade 4)
Language Arts	Writing Standards	Research to Build and Present Knowledge	3rd Grade	W.3.7 Conduct short research projects that build knowledge about a topic.	W.3.7. Conduct short research projects that build knowledge about a topic

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Language Arts	Writing Standards	Research to Build and Present Knowledge	3rd Grade	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	W.3.8. Recall or gather information from print/digital sources; take notes/sort evidence into categories
Language Arts	Writing Standards	Research to Build and Present Knowledge	3rd Grade	(W.3.9 begins in grade 4)	(W.3.9 begins in grade 4)
Language Arts	Writing Standards	Range of Writing	Kindergarten	(W.K.10 begins in grade 3)	(W.K.10 begins in grade 3)
Language Arts	Writing Standards	Range of Writing	1st Grade	(W.1.10 begins in grade 3)	(W.1.10 begins in grade 3)
Language Arts	Writing Standards	Range of Writing	2nd Grade	(W.2.10 begins in grade 3)	(W.2.10 begins in grade 3)
Language Arts	Writing Standards	Range of Writing	3rd Grade	W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.3.10. Write routinely over extended/shorter time frames for discipline-specific task/purpose/audience
Language Arts	Speaking and Listening	Comprehension and Collaboration	Kindergarten	SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	SL.K.1. Participate in collaborative conversations with peers and adults on topics and texts in groups
Language Arts	Speaking and Listening	Comprehension and Collaboration	Kindergarten	SL.K.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	SL.K.1a. Follow agreed-upon rules of respect for discussions on topics and texts
Language Arts	Speaking and Listening	Comprehension and Collaboration	Kindergarten	SL.K.1b. Continue a conversation through multiple exchanges.	SL.K.1b. Continue a conversation through multiple exchanges
Language Arts	Speaking and Listening	Comprehension and Collaboration	Kindergarten	SL.K.2. 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. Confirm understanding of text presented orally or other media using questions/clarification
Language Arts	Speaking and Listening	Comprehension and Collaboration	Kindergarten	SL.K.3. 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 in order to seek help, information or clarify something not understood

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Language Arts	Speaking and Listening	Comprehension and Collaboration	1st Grade	SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	SL.1.1. Participate in collaborative conversations with peers and adults on topics and texts
Language Arts	Speaking and Listening	Comprehension and Collaboration	1st Grade	SL.1.1a. 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).	SL.1.1a. Follow agreed-upon rules of respect for discussions on topics and texts
Language Arts	Speaking and Listening	Comprehension and Collaboration	1st Grade	SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	SL.1.1b. Build on others' talk in conversations by responding to comments through multiple exchanges
Language Arts	Speaking and Listening	Comprehension and Collaboration	1st Grade	SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.	SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion
Language Arts	Speaking and Listening	Comprehension and Collaboration	1st Grade	SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	SL.1.2. Ask and answer questions about key details in a text presented orally or through other media
Language Arts	Speaking and Listening	Comprehension and Collaboration	1st Grade	SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	SL.1.3. Ask and answer questions about what a speaker says in order to gather information or clarify
Language Arts	Speaking and Listening	Comprehension and Collaboration	2nd Grade	SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	SL.2.1. Participate in collaborative group conversations with peers and adults on topics and texts
Language Arts	Speaking and Listening	Comprehension and Collaboration	2nd Grade	SL.2.1a. 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).	SL.2.1a. Follow agreed-upon rules of respect for discussions on topics and texts
Language Arts	Speaking and Listening	Comprehension and Collaboration	2nd Grade	SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.	SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others
Language Arts	Speaking and Listening	Comprehension and Collaboration	2nd Grade	SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	SL.2.1c. Ask for clarification/further explanation as needed about the topics and texts under discussion
Language Arts	Speaking and Listening	Comprehension and Collaboration	2nd Grade	SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	SL.2.2. Recount or describe key ideas or details from a text presented orally or through other media

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Language Arts	Speaking and Listening	Comprehension and Collaboration	2nd Grade	SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	SL.2.3. Ask and answer questions on a speaker's topic to clarify comprehension or deepen understanding
Language Arts	Speaking and Listening	Comprehension and Collaboration	3rd Grade	SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	SL.3.1. Engage in collaborative discussions on topics/texts by expressing and building on others' ideas
Language Arts	Speaking and Listening	Comprehension and Collaboration	3rd Grade	SL.3.1a. 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.	SL.3.1a. Come prepared to draw on and discuss studied material or information on topic to explore ideas
Language Arts	Speaking and Listening	Comprehension and Collaboration	3rd Grade	SL.3.1b. 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).	SL.3.1b. Follow agreed-upon rules of respect for discussions on topics and texts
Language Arts	Speaking and Listening	Comprehension and Collaboration	3rd Grade	SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	SL.3.1c. Ask questions to check understanding, stay on topic and link their comments to others' remarks
Language Arts	Speaking and Listening	Comprehension and Collaboration	3rd Grade	SL.3.1d Explain their own ideas and understanding in light of the discussion.	SL.3.1d. Explain their own ideas and understanding in light of the discussion
Language Arts	Speaking and Listening	Comprehension and Collaboration	3rd Grade	SL.3.2 Determine main ideas and details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.2. Determine main ideas and details of a text read aloud or information presented in diverse media
Language Arts	Speaking and Listening	Comprehension and Collaboration	3rd Grade	SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.3.3. Ask and answer questions about information from a speaker, offering elaboration and detail
Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	Kindergarten	SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	SL.K.4. Describe familiar people, places, things and events with scaffolding to provide additional detail
Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	Kindergarten	SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	Kindergarten	SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	SL.K.6. Speak audibly and express thoughts, feelings and ideas clearly
Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	1st Grade	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	SL.1.4. Describe people/places/things/events with relevant details, expressing ideas and feelings clearly
Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	1st Grade	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	SL.1.5. Add drawings or other visual displays to descriptions to clarify ideas, thoughts, and feelings
Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	1st Grade	SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	SL.1.6. Produce complete sentences when appropriate to task and situation
Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	2nd Grade	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SL.2.4. Tell a story or recount an experience with facts and details; speak audibly in coherent sentences
Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	2nd Grade	SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	SL.2.5. Make audio recordings of stories or poems; add visual displays to clarify ideas/thoughts/feelings
Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	2nd Grade	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)	SL.2.6. Produce complete sentences in order to provide requested detail or clarification
Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	3rd Grade	SL.3.4 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. Report on topic or text, or recount an experience with facts/details speaking at a clear pace
Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	3rd Grade	SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	SL.3.5. Create recordings of stories or poems with fluid reading at a clear pace; add visual displays

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	3rd Grade	SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	SL.3.6. Speak in complete sentences appropriate to task and situation to provide detail or clarification
Language Arts	Language Standards	Conventions of Standard English	Kindergarten	L.K.1a Print many upper- and lowercase letters.	L.K.1a. Print many uppercase and lowercase letters
Language Arts	Language Standards	Conventions of Standard English	Kindergarten	L.K.1b Use frequently occurring nouns and verbs.	L.K.1b. Use frequently occurring nouns and verbs when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	Kindergarten	L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	L.K.1c. Form regular plural nouns orally by adding /s/ or /es/ when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	Kindergarten	L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	L.K.1d. Understand and use question words (interrogatives) when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	Kindergarten	L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	L.K.1e. Use the most frequently occurring prepositions when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	Kindergarten	L.K.1f Produce and expand complete sentences in shared language activities.	L.K.1f. Produce and expand complete sentences in shared language activities when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	Kindergarten	L.K.2a Capitalize the first word in a sentence and the pronoun I	L.K.2a. Capitalize the first word in a sentence and the pronoun I when writing
Language Arts	Language Standards	Conventions of Standard English	Kindergarten	L.K.2b Recognize and name end punctuation.	L.K.2b. Recognize and name end punctuation when writing
Language Arts	Language Standards	Conventions of Standard English	Kindergarten	L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).	L.K.2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes)
Language Arts	Language Standards	Conventions of Standard English	Kindergarten	L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	L.K.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships
Language Arts	Language Standards	Conventions of Standard English	1st Grade	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1. Demonstrate command of the conventions of grammar and usage when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	1st Grade	L.1.1a Print all upper- and lowercase letters.	L.1.1a. Print all uppercase and lowercase letters

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Language Arts	Language Standards	Conventions of Standard English	1st Grade	L.1.1b Use common, proper, and possessive nouns.	L.1.1b. Use common, proper and possessive nouns
Language Arts	Language Standards	Conventions of Standard English	1st Grade	L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	L.1.1c. Use singular and plural nouns with matching verbs in basic sentences
Language Arts	Language Standards	Conventions of Standard English	1st Grade	L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	L.1.1d. Use personal, possessive and indefinite pronouns
Language Arts	Language Standards	Conventions of Standard English	1st Grade	L.1.1e 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).	L.1.1e. Use verbs to convey a sense of past, present and future
Language Arts	Language Standards	Conventions of Standard English	1st Grade	L.1.1f Use frequently occurring adjectives.	L.1.1f. Use frequently occurring adjectives
Language Arts	Language Standards	Conventions of Standard English	1st Grade	L.1.1g Use frequently occurring conjunctions	L.1.1g. Use frequently occurring conjunctions
Language Arts	Language Standards	Conventions of Standard English	1st Grade	L.1.1h Use determiners (e.g., articles, demonstratives).	L.1.1h. Use determiners, including articles and demonstratives
Language Arts	Language Standards	Conventions of Standard English	1st Grade	L.1.1i Use frequently occurring prepositions (e.g., during, beyond, toward).	L.1.1i. Use frequently occurring prepositions
Language Arts	Language Standards	Conventions of Standard English	1st Grade	L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	L.1.1j. Create/expand simple & compound declarative/interrogative/imperative/exclamatory sentences
Language Arts	Language Standards	Conventions of Standard English	1st Grade	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.1.2. Demonstrate understanding of capitalization, punctuation and spelling when writing
Language Arts	Language Standards	Conventions of Standard English	1st Grade	L.1.2a Capitalize dates and names of people.	L.1.2a. Capitalize dates and names of people when writing
Language Arts	Language Standards	Conventions of Standard English	1st Grade	L.1.2b Use end punctuation for sentences.	L.1.2b. Use end punctuation for sentences when writing
Language Arts	Language Standards	Conventions of Standard English	1st Grade	L.1.2c Use commas in dates and to separate single words in a series.	L.1.2c. Use commas in dates and to separate single words in a series when writing

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Language Arts	Language Standards	Conventions of Standard English	1st Grade	L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	L.1.2d. Use conventional spelling for words with common spelling patterns and for irregular words
Language Arts	Language Standards	Conventions of Standard English	1st Grade	L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
Language Arts	Language Standards	Conventions of Standard English	2nd Grade	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.2.1. Demonstrate command of the conventions of grammar and usage when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	2nd Grade	L.2.1a Use collective nouns (e.g., group).	L.2.1a. Use collective nouns when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	2nd Grade	L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	L.2.1b. Form and use frequently occurring irregular plural nouns when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	2nd Grade	L.2.1c Use reflexive pronouns (e.g., myself, ourselves).	L.2.1c. Use reflexive pronouns when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	2nd Grade	L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	L.2.1d. Form and use the past tense of frequently occurring irregular verbs when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	2nd Grade	L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.	L.2.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified
Language Arts	Language Standards	Conventions of Standard English	2nd Grade	L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	L.2.1f. Produce, expand, rearrange complete simple and compound sentences when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	2nd Grade	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.2.2. Demonstrate command of capitalization, punctuation and spelling when writing
Language Arts	Language Standards	Conventions of Standard English	2nd Grade	L.2.2a Capitalize holidays, product names, and geographic names.	L.2.2a. Capitalize holidays, product names and geographic names
Language Arts	Language Standards	Conventions of Standard English	2nd Grade	L.2.2b Use commas in greetings and closings of letters.	L.2.2b. Use commas in greetings and closings of letters

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Language Arts	Language Standards	Conventions of Standard English	2nd Grade	L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.	L.2.2c. Use an apostrophe to form contractions and frequently occurring possessives
Language Arts	Language Standards	Conventions of Standard English	2nd Grade	L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	L.2.2d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)
Language Arts	Language Standards	Conventions of Standard English	2nd Grade	L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	L.2.2e. Consult reference materials and dictionaries to check and correct spellings when writing
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3. Demonstrate command of the conventions of grammar and usage when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	L.3.1a. Explain nouns, pronouns, verbs, adjectives and adverbs in general/their function in sentences
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.1b Form and use regular and irregular plural nouns.	L.3.1b. Form and use regular and irregular plural nouns when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.1c Use abstract nouns (e.g., childhood).	L.3.1c. Use abstract nouns when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.1d Form and use regular and irregular verbs.	L.3.1d. Form and use regular and irregular verbs when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	L.3.1e. Form and use the simple verb tenses when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.1f Ensure subject-verb and pronoun-antecedent agreement.*	L.3.1f. Ensure subject-verb and pronoun-antecedent agreement when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	L.3.1g. Form and use comparative and superlative adjectives and adverbs when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.1h Use coordinating and subordinating conjunctions.	L.3.1h. Use coordinating and subordinating conjunctions when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.1i Produce simple, compound, and complex sentences.	L.3.1i. Produce simple, compound, and complex sentences when writing or speaking

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.2. Demonstrate command of capitalization, punctuation and spelling when writing
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.2a Capitalize appropriate words in titles.	L.3.2a. Capitalize appropriate words in titles when writing
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.2b Use commas in addresses.	L.3.2b. Use commas in addresses when writing
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.2c Use commas and quotation marks in dialogue.	L.3.2c. Use commas and quotation marks in dialogue when writing
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.2d Form and use possessives.	L.3.2d. Form and use possessives when writing
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	L.3.2e. Use conventional spelling for high-frequency words and for adding suffixes to base words
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	L.3.2f. Use spelling patterns and generalizations in writing words
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	L.3.2g. Consult reference materials, including dictionaries, to check and correct spellings when writing
Language Arts	Language Standards	Knowledge of Language	Kindergarten	(L.K.3 begins in grade 2)	(L.K.3 begins in grade 2)
Language Arts	Language Standards	Knowledge of Language	1st Grade	(L.1.3 begins in grade 2)	(L.1.3 begins in grade 2)
Language Arts	Language Standards	Knowledge of Language	2nd Grade	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening
Language Arts	Language Standards	Knowledge of Language	2nd Grade	L.2.3a Compare formal and informal uses of English	L.2.3a. Compare formal and informal uses of English when writing, speaking, reading or listening
Language Arts	Language Standards	Knowledge of Language	3rd Grade	L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Language Arts	Language Standards	Knowledge of Language	3rd Grade	L.3.3a Choose words and phrases for effect.*	L.3.3a. Choose words and phrases for effect when writing, speaking, reading or listening
Language Arts	Language Standards	Knowledge of Language	3rd Grade	L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.	L.3.3b. Recognize and observe differences between the conventions of spoken and written English
Language Arts	Language Standard	Vocabulary Acquisition and Use	Kindergarten	L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	L.K.4a. Identify new meanings for familiar words and apply them accurately
Language Arts	Language Standard	Vocabulary Acquisition and Use	Kindergarten	L.K.4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	L.K.4b. Use frequently occurring inflections and affixes as a clue to the meaning of an unknown word
Language Arts	Language Standard	Vocabulary Acquisition and Use	Kindergarten	L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.	L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
Language Arts	Language Standard	Vocabulary Acquisition and Use	Kindergarten	L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	L.K.5a. Sort common objects into categories to gain a sense of the concepts the categories represent
Language Arts	Language Standard	Vocabulary Acquisition and Use	Kindergarten	L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	L.K.5b. Demonstrate understanding of common verbs and adjectives by relating them to their opposites
Language Arts	Language Standard	Vocabulary Acquisition and Use	Kindergarten	L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).	L.K.5c. Identify real-life connections between words and their use with guidance and support from adults
Language Arts	Language Standard	Vocabulary Acquisition and Use	Kindergarten	L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	L.K.5d. Distinguish shades of meaning among verbs describing the same action by acting out meanings
Language Arts	Language Standard	Vocabulary Acquisition and Use	Kindergarten	L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	L.K.6. Use words/phrases acquired through conversations, reading, being read to and responding to texts
Language Arts	Language Standard	Vocabulary Acquisition and Use	1st Grade	L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.	L.1.4a. Use sentence-level context as a clue to the meaning of an unknown word or phrase

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Language Arts	Language Standard	Vocabulary Acquisition and Use	1st Grade	L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.	L.1.4b. Use frequently occurring affixes as a clue to the meaning of an unknown word
Language Arts	Language Standard	Vocabulary Acquisition and Use	1st Grade	L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	L.1.4c. Identify frequently occurring root words and their inflectional forms
Language Arts	Language Standard	Vocabulary Acquisition and Use	1st Grade	L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	L.1.5a. Sort words into categories to gain a sense of concepts the categories represent
Language Arts	Language Standard	Vocabulary Acquisition and Use	1st Grade	L.1.5b 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).	L.1.5b. Define words by category and by one or more key attributes
Language Arts	Language Standard	Vocabulary Acquisition and Use	1st Grade	L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).	L.1.5c. Identify real-life connections between words and their use to understand word relationships
Language Arts	Language Standard	Vocabulary Acquisition and Use	1st Grade	L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	L.1.5d. Define, choose or act to distinguish shades of meaning or intensity of verbs or adjectives
Language Arts	Language Standard	Vocabulary Acquisition and Use	1st Grade	L.1.6 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. Use words and phrases from conversation and reading responses, including conjunctions
Language Arts	Language Standard	Vocabulary Acquisition and Use	2nd Grade	L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.	L.2.4a. Use sentence-level context as a clue to the meaning of an unknown word or phrase
Language Arts	Language Standard	Vocabulary Acquisition and Use	2nd Grade	L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	L.2.4b. Determine the meaning of the new word formed when a known prefix is added to a known word
Language Arts	Language Standard	Vocabulary Acquisition and Use	2nd Grade	L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	L.2.4c. Use a known root word as a clue to the meaning of an unknown word with the same root
Language Arts	Language Standard	Vocabulary Acquisition and Use	2nd Grade	L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	L.2.4d. Use knowledge of the meaning of individual words to predict the meaning of compound words

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Language Arts	Language Standard	Vocabulary Acquisition and Use	2nd Grade	L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	L.2.4e. Use print and digital glossaries/dictionaries to determine/clarify the meaning of words/phrases
Language Arts	Language Standard	Vocabulary Acquisition and Use	2nd Grade	L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.2.5. Demonstrate understanding of word relationships and nuances in word meanings
Language Arts	Language Standard	Vocabulary Acquisition and Use	2nd Grade	L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	L.2.5a. Identify real-life connections between words and their use
Language Arts	Language Standard	Vocabulary Acquisition and Use	2nd Grade	L.2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	L.2.5b. Distinguish shades of meaning among closely related verbs and closely related adjectives
Language Arts	Language Standard	Vocabulary Acquisition and Use	2nd Grade	L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	L.2.6. Use words/phrases/adjectives/adverbs acquired from conversations, reading, and responding to texts
Language Arts	Language Standard	Vocabulary Acquisition and Use	3rd Grade	L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.	L.3.4a. Use sentence-level context as a clue to the meaning of a word or phrase
Language Arts	Language Standard	Vocabulary Acquisition and Use	3rd Grade	L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	L.3.4b. Determine the meaning of the new word formed when a known affix is added to a known word
Language Arts	Language Standard	Vocabulary Acquisition and Use	3rd Grade	L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	L.3.4c. Use a known root word as a clue to the meaning of an unknown word with the same root
Language Arts	Language Standard	Vocabulary Acquisition and Use	3rd Grade	L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	L.3.4d. Use print/digital glossaries/dictionaries to determine or clarify meaning of words and phrases
Language Arts	Language Standard	Vocabulary Acquisition and Use	3rd Grade	L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	L.3.5 Demonstrate understanding of figurative language, word relationships/nuances in word meanings
Language Arts	Language Standard	Vocabulary Acquisition and Use	3rd Grade	L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	L.3.5a. Distinguish the literal and nonliteral meanings of words and phrases in context

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Language Arts	Language Standard	Vocabulary Acquisition and Use	3rd Grade	L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	L.3.5b. Identify real-life connections between words and their use
Language Arts	Language Standard	Vocabulary Acquisition and Use	3rd Grade	L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	L.3.5c. Distinguish shades of meaning among words that describe states of mind or degrees of certainty
Language Arts	Language Standard	Vocabulary Acquisition and Use	3rd Grade	L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	L.3.6. Use conversational and domain-specific words/phrases; include spatial/temporal relationships
Mathematics	Counting and Cardinality	Know number names and the count sequence.	Kindergarten	K.CC.A.1 Count to 100 by ones and by tens.	K.CC.A.1. Count to 100 by ones and by tens
Mathematics	Counting and Cardinality	Know number names and the count sequence.	Kindergarten	K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	K.CC.A.2. Count forward beginning from a given number within the known sequence
Mathematics	Counting and Cardinality	Know number names and the count sequence.	Kindergarten	K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	K.CC.A.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20
Mathematics	Counting and Cardinality	Count to tell the number of objects.	Kindergarten	K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	K.CC.B.4. Understand the relationship between numbers and quantities; connect counting to cardinality
Mathematics	Counting and Cardinality	Count to tell the number of objects.	Kindergarten	K.CC.B.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	K.CC.B.4a. When counting objects say number names in order, pairing each number with one object
Mathematics	Counting and Cardinality	Count to tell the number of objects.	Kindergarten	K.CC.B.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	K.CC.B.4b. Understand that the last number name said tells the number of objects counted

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Mathematics	Counting and Cardinality	Count to tell the number of objects.	Kindergarten	K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger.	K.CC.B.4c. Understand that each successive number name refers to a quantity that is one larger
Mathematics	Counting and Cardinality	Count to tell the number of objects.	Kindergarten	K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	K.CC.B.5. Count to answer “how many?” for up to 20 things in a line or 10 scattered things
Mathematics	Counting and Cardinality	Compare numbers.	Kindergarten	K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	K.CC.C.6. Identify whether the number of objects in one group is greater than, less than or equal to
Mathematics	Counting and Cardinality	Compare numbers.	Kindergarten	K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.	K.CC.C.7. Compare two numbers between 1 and 10 presented as written numerals
Mathematics	Operations and Algebraic Thinking	Understand addition, and understand subtraction.	Kindergarten	K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	K.OA.A.1. Represent addition and subtraction with objects, fingers, mental images, drawings or equations
Mathematics	Operations and Algebraic Thinking	Understand addition, and understand subtraction.	Kindergarten	K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	K.OA.A.2. Solve addition and subtraction word problems; add and subtract within 10
Mathematics	Operations and Algebraic Thinking	Understand addition, and understand subtraction.	Kindergarten	K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	K.OA.A.3. Decompose numbers less than or equal to 10 into pairs in more than one way
Mathematics	Operations and Algebraic Thinking	Understand addition, and understand subtraction.	Kindergarten	K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	K.OA.A.4. For any number from 1 to 9, find the number that makes 10 when added to the given number
Mathematics	Operations and Algebraic Thinking	Understand addition, and understand subtraction.	Kindergarten	K.OA.A.5 Fluently add and subtract within 5.	K.OA.A.5. Fluently add and subtract within 5

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Mathematics	Operations and Algebraic Thinking	Represent and solve problems involving addition and subtraction.	1st Grade	1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1.OA.A.1. Use addition and subtraction within 20 to solve word problems with unknowns in all positions
Mathematics	Operations and Algebraic Thinking	Represent and solve problems involving addition and subtraction.	1st Grade	1.OA.A.2 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.A.2. Solve addition word problems with 3 whole numbers whose sum is less than or equal to 20
Mathematics	Operations and Algebraic Thinking	Represent and solve problems involving addition and subtraction.	2nd Grade	2.OA.A.1 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.A.1. Use addition and subtraction within 100 to solve one- and two-step word problems
Mathematics	Operations and Algebraic Thinking	Understand and apply properties of operations and the relationship between addition and subtraction.	1st Grade	1.OA.B.3 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.B.3. Apply commutative and associative properties of operations as strategies to add/subtract
Mathematics	Operations and Algebraic Thinking	Understand and apply properties of operations and the relationship between addition and subtraction.	1st Grade	1.OA.B.4 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.B.4. Understand subtraction as an unknown-addend problem
Mathematics	Operations and Algebraic Thinking	Add and subtract within 20.	1st Grade	1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	1.OA.C.5. Relate counting to addition and subtraction

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Mathematics	Operations and Algebraic Thinking	Add and subtract within 20.	1st Grade	1.OA.C.6 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.C.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10
Mathematics	Operations and Algebraic Thinking	Add and subtract within 20.	2nd Grade	2.OA.B.2 Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.	2.OA.B.2. Fluently add and subtract within 20 using mental strategies: memorize sums to 20
Mathematics	Operations and Algebraic Thinking	Work with addition and subtraction equations.	1st Grade	1.OA.D.7 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.D.7. Understand the meaning of equal sign; in addition and subtraction determine if true or false
Mathematics	Operations and Algebraic Thinking	Work with addition and subtraction equations.	1st Grade	1.OA.D.8 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.D.8. Determine the unknown number in an addition/subtraction equation relating 3 whole numbers
Mathematics	Operations and Algebraic Thinking	Work with equal groups of objects to gain foundations for multiplication.	2nd Grade	2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	2.OA.C.3. Determine whether a group of objects (up to 20) has an odd or even number of members
Mathematics	Operations and Algebraic Thinking	Work with equal groups of objects to gain foundations for multiplication.	2nd Grade	2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	2.OA.C.4. Add number of objects in rectangular arrays up to 5 rows/5 columns; write an equation

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Mathematics	Operations and Algebraic Thinking	Represent and solve problems involving multiplication and division.	3rd Grade	3.OA.A.1 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.A.1. In multiplication, interpret products of whole numbers as groups of objects
Mathematics	Operations and Algebraic Thinking	Represent and solve problems involving multiplication and division.	3rd Grade	3.OA.A.2 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.A.2. In division, interpret whole-number quotients as equal shares
Mathematics	Operations and Algebraic Thinking	Represent and solve problems involving multiplication and division.	3rd Grade	3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	3.OA.A.3. Multiply/divide within 100 to solve word problems; represent with drawings/equations
Mathematics	Operations and Algebraic Thinking	Represent and solve problems involving multiplication and division.	3rd Grade	3.OA.A.4 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 $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$	3.OA.A.4. Determine unknown number in a multiplication/division equation relating 3 whole numbers
Mathematics	Operations and Algebraic Thinking	Understand properties of multiplication and the relationship between multiplication and division.	3rd Grade	3.OA.B.5 Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)	3.OA.B.5. Apply commutative/associative/distributive properties as strategies to multiply and divide

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Mathematics	Operations and Algebraic Thinking	Understand properties of multiplication and the relationship between multiplication and division.	3rd Grade	3.OA.B.6 Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.	3.OA.B.6. Understand division as an unknown-factor problem
Mathematics	Operations and Algebraic Thinking	Multiply and divide within 100.	3rd Grade	3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	3.OA.C.7. Fluently multiply/divide within 100, using multiplication/division relationship strategies
Mathematics	Operations and Algebraic Thinking	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	3rd Grade	3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	3.OA.D.8. Solve two-step word problems using the four operations. Form equations, solve and check
Mathematics	Operations and Algebraic Thinking	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	3rd Grade	3.OA.D.9 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.D.9. Identify arithmetic patterns and explain them using properties of operations
Mathematics	Numbers and Operations in Base Ten	Work with numbers 11-19 to gain foundations for place value.	Kindergarten	K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	K.NBT.A.1. Compose and decompose numbers from 11 to 19 into 10 ones and some further ones

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Mathematics	Numbers and Operations in Base Ten	Extend the counting sequence.	1st Grade	1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	1.NBT.A.1. Count to 120, starting at a number less than 120. Represent objects with written numerals
Mathematics	Numbers and Operations in Base Ten	Understand place value.	1st Grade	1.NBT.B.2a 10 can be thought of as a bundle of ten ones — called a “ten.”	1.NBT.B.2a. 10 can be thought of as a bundle of 10 ones — called a “ten”
Mathematics	Numbers and Operations in Base Ten	Understand place value.	1st Grade	1.NBT.B.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	1.NBT.B.2b. The numbers from 11 to 19 are composed of 1 ten and 1, 2, 3, 4, 5, 6, 7, 8 or 9 ones
Mathematics	Numbers and Operations in Base Ten	Understand place value.	1st Grade	1.NBT.B.2c 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.B.2c. Numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to 1, 2, 3, 4, 5, 6, 7, 8 or 9 tens (0 ones)
Mathematics	Numbers and Operations in Base Ten	Understand place value.	1st Grade	1.NBT.B.3 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.B.3. Compare 2 two-digit numbers based on tens and ones digits; record results with $>$, $=$, $<$
Mathematics	Numbers and Operations in Base Ten	Understand place value.	2nd Grade	2.NBT.A.1a 100 can be thought of as a bundle of ten tens — called a “hundred.”	2.NBT.A.1a. Understand that 100 can be thought of as a bundle of ten tens — called a “hundred”
Mathematics	Numbers and Operations in Base Ten	Understand place value.	2nd Grade	2.NBT.A.1b 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.A.1b. Understand 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to 1 through 9 hundreds
Mathematics	Numbers and Operations in Base Ten	Understand place value.	2nd Grade	2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.	2.NBT.A.2. Count within 1000; skip-count by 5s, 10s and 100s
Mathematics	Numbers and Operations in Base Ten	Understand place value.	2nd Grade	2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	2.NBT.A.3. Read/write numbers to 1000 using base-ten numerals, number names and expanded form
Mathematics	Numbers and Operations in Base Ten	Understand place value.	2nd Grade	2.NBT.A.4 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.A.4. Compare 2 three-digit numns based on hundreds, tens, and ones; record results with $>$, $=$, $<$

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Mathematics	Numbers and Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	1st Grade	1.NBT.C.4 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.C.4. Add within 100 using ones, tens and multiples of tens based on place value strategies
Mathematics	Numbers and Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	1st Grade	1.NBT.C.5 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.C.5. Mentally find 10 more or 10 less than a two-digit number, without counting; explain reasoning
Mathematics	Numbers and Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	1st Grade	1.NBT.C.6 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.C.6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90
Mathematics	Numbers and Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	2nd Grade	2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	2.NBT.B.5. Use place value understanding and properties of operations to add and subtract within 100
Mathematics	Numbers and Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	2nd Grade	2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.	2.NBT.B.6. Add up to 4 two-digit numbers; use place values and properties of operation strategies

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Mathematics	Numbers and Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	2nd Grade	2.NBT.B.7 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.B.7. Add/subtract within 1000; use models/drawings/strategies based on place value/operations
Mathematics	Numbers and Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	2nd Grade	2.NBT.B.8 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.B.8. Mentally add or subtract 10 or 100 to or from a given number 100–900
Mathematics	Numbers and Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	2nd Grade	2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.	2.NBT.B.9. Explain why addition/subtraction strategies work; use place value/properties of operations
Mathematics	Numbers and Operations in Base Ten	Use place value understanding and properties of operations to perform multi-digit arithmetic.1	3rd Grade	3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	3.NBT.A.1. Use place value understanding to round whole numbers to the nearest 10 or 100
Mathematics	Numbers and Operations in Base Ten	Use place value understanding and properties of operations to perform multi-digit arithmetic.1	3rd Grade	3.NBT.A.2 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.A.2. Fluently add/subtract within 1000; use strategies/algorithms based on place value/operations

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Mathematics	Numbers and Operations in Base Ten	Use place value understanding and properties of operations to perform multi-digit arithmetic.1	3rd Grade	3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	3.NBT.A.3. Multiply 1-digit whole numbers by multiples of 10 in range 10–90 using place value/operations
Mathematics	Number and Operations - Fractions	Develop understanding of fractions as numbers.	3rd Grade	3.NF.A.1 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.A.1. Understand fraction $1/b$ can be formed by 1 part when a whole is partitioned into b equal parts
Mathematics	Number and Operations - Fractions	Develop understanding of fractions as numbers.	3rd Grade	3.NF.A.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.	3.NF.A.2. Understand/represent a fraction as a number on the number line
Mathematics	Number and Operations - Fractions	Develop understanding of fractions as numbers.	3rd Grade	3.NF.A.2a 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.A.2a. Represent a fraction $1/b$ on a number line diagram by defining the intervals
Mathematics	Number and Operations - Fractions	Develop understanding of fractions as numbers.	3rd Grade	3.NF.A.2b 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.A.2b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0
Mathematics	Number and Operations - Fractions	Develop understanding of fractions as numbers.	3rd Grade	3.NF.A.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	3.NF.A.3a. Understand two fractions as equivalent (equal) if they are the same size
Mathematics	Number and Operations - Fractions	Develop understanding of fractions as numbers.	3rd Grade	3.NF.A.3b 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.A.3b. Recognize and generate simple equivalent fractions and explain equivalency

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Mathematics	Number and Operations - Fractions	Develop understanding of fractions as numbers.	3rd Grade	3.NF.A.3c 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.A.3c. Express whole numbers as fractions; recognize fractions equivalent to whole numbers
Mathematics	Number and Operations - Fractions	Develop understanding of fractions as numbers.	3rd Grade	3.NF.A.3d 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.A.3d. Recognize/reason/compare two fractions with same numerator/denominator
Mathematics	Measurement and Data	Describe and compare measurable attributes.	Kindergarten	K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	K.MD.A.1. Describe several measurable attributes of object(s), such as length or weight
Mathematics	Measurement and Data	Describe and compare measurable attributes.	Kindergarten	K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	K.MD.A.2. Compare two objects with a common measurable attribute; determine "more of"/"less of"
Mathematics	Measurement and Data	Classify objects and count the number of objects in each category.	Kindergarten	K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	K.MD.B.3. Classify objects into given categories; count the numbers of objects in each category/sort
Mathematics	Measurement and Data	Measure lengths indirectly and by iterating length units.	1st Grade	1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	1.MD.A.1. Order 3 objects by length; compare lengths of 2 objects indirectly by using a third object

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Mathematics	Measurement and Data	Measure lengths indirectly and by iterating length units.	1st Grade	1.MD.A.2 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.A.2. Express object length as a whole number of length units by laying shorter objects end to end
Mathematics	Measurement and Data	Measure and estimate lengths in standard units.	2nd Grade	2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	2.MD.A.1. Measure the length of an object using tools; rulers/yardsticks/meter sticks/measuring tapes
Mathematics	Measurement and Data	Measure and estimate lengths in standard units.	2nd Grade	2.MD.A.2 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.A.2. Measure the length of an object twice using different length units; describe/relate results
Mathematics	Measurement and Data	Measure and estimate lengths in standard units.	2nd Grade	2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.	2.MD.A.3. Estimate lengths using units of inches, feet, centimeters and meters
Mathematics	Measurement and Data	Measure and estimate lengths in standard units.	2nd Grade	2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	2.MD.A.4. Measure length of two objects; express difference in terms of a standard length unit
Mathematics	Measurement and Data	Solve problems involving measurement and estimation.	3rd Grade	3.MD.A.1 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.A.1. Tell and write time to the nearest minute and measure time intervals in minutes
Mathematics	Measurement and Data	Solve problems involving measurement and estimation.	3rd Grade	3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).1 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.	3.MD.A.2. Measure/estimate liquid volumes/masses of objects; use standard units gram/kilogram/liter

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Mathematics	Measurement and Data	Tell and write time.	1st Grade	1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.	1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks
Mathematics	Measurement and Data	Relate addition and subtraction to length.	2nd Grade	2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths
Mathematics	Measurement and Data	Relate addition and subtraction to length.	2nd Grade	2.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	2.MD.B.6. Represent whole numbers, sums and differences within 100 on a number line diagram
Mathematics	Measurement and Data	Represent and interpret data.	3rd Grade	3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	3.MD.B.3. Draw a scaled picture/bar graph to represent data sets with several categories
Mathematics	Measurement and Data	Represent and interpret data.	3rd Grade	3.MD.B.4 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.B.4. Generate measurement data to the nearest quarter unit; plot on a line graph
Mathematics	Measurement and Data	Represent and interpret data.	1st Grade	1.MD.C.4 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.C.4. Organize, represent and interpret data with up to three categories; how many more/less
Mathematics	Measurement and Data	Work with time and money.	2nd Grade	2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	2.MD.C.7. Tell/write time from analog/digital clocks to the nearest five minutes, using a.m. and p.m.

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Mathematics	Measurement and Data	Work with time and money.	2nd Grade	2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	2.MD.C.8. Solve word problems involving dollar bills/quarters/dimes/nickels/pennies using "\$" and "¢"
Mathematics	Measurement and Data	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	3rd Grade	3.MD.C.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.	3.MD.C.5. Recognize area as an attribute of plane figures; understand concepts of area measurement
Mathematics	Measurement and Data	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	3rd Grade	3.MD.C.5a 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.	3.MD.C.5a. A unit square can be used to measure area
Mathematics	Measurement and Data	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	3rd Grade	3.MD.C.5b 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.C.5b. A plane figure covered without gaps/overlap by n unit squares has an area of n square units
Mathematics	Measurement and Data	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	3rd Grade	3.MD.C.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	3.MD.C.6. Measure areas by counting unit squares: square cm/square m/square in/square ft

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Mathematics	Measurement and Data	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	3rd Grade	3.MD.C.7 Relate area to the operations of multiplication and addition.	3.MD.C.7. Relate area to the operations of multiplication and addition
Mathematics	Measurement and Data	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	3rd Grade	3.MD.C.7a 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.C.7a. Find area of rectangle with whole-number side lengths by tiling, then multiply side lengths
Mathematics	Measurement and Data	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	3rd Grade	3.MD.C.7b 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.C.7b. Multiply side lengths to find areas of rectangles with whole-number side lengths
Mathematics	Measurement and Data	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	3rd Grade	3.MD.C.7c 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.C.7c. Use area models to represent the distributive property in mathematical reasoning
Mathematics	Measurement and Data	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	3rd Grade	3.MD.C.7d 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.C.7d. Find area of real-world rectilinear items: decompose into non-overlapping rectangles, add area

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Mathematics	Measurement and Data	Represent and interpret data.	2nd Grade	2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	2.MD.D.9. Generate measurement data of objects to the nearest whole unit; plot on a line graph
Mathematics	Measurement and Data	Represent and interpret data.	2nd Grade	2.MD.D.10 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 ¹ using information presented in a bar graph.	2.MD.D.10. Draw a picture/bar graph (single-unit scale) to represent a data set w/ up to 4 categories
Mathematics	Measurement and Data	Geometric measurement: recognize perimeter.	3rd Grade	3.MD.D.8 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.D.8. Solve real-world and mathematical problems involving perimeters of polygons
Mathematics	Geometry	Identify and describe shapes.	Kindergarten	K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	K.G.A.1. Describe objects in the environment using names of shapes and their relative positions
Mathematics	Geometry	Identify and describe shapes.	Kindergarten	K.G.A.2 Correctly name shapes regardless of their orientations or overall size.	K.G.A.2. Correctly name shapes regardless of their orientations or overall size
Mathematics	Geometry	Identify and describe shapes.	Kindergarten	K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	K.G.A.3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid")
Mathematics	Geometry	Reason with shapes and their attributes.	1st Grade	1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	1.G.A.1. Distinguish defining from non-defining attributes; build/draw shapes with defining attributes

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Mathematics	Geometry	Reason with shapes and their attributes.	1st Grade	1.G.A.2 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.	1.G.A.2. Compose 2-D or 3-D shapes to create composite shape; compose new shapes from composites
Mathematics	Geometry	Reason with shapes and their attributes.	1st Grade	1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	1.G.A.3. Partition circles and rectangles into two and four equal shares, describe them using words
Mathematics	Geometry	Reason with shapes and their attributes.	2nd Grade	2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	2.G.A.1. Identify/draw shapes (triangle/quadrilateral/pentagon/hexagon/cube) with specific attributes
Mathematics	Geometry	Reason with shapes and their attributes.	2nd Grade	2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	2.G.A.2. Partition a rectangle into rows and columns of same-size squares and count to find total
Mathematics	Geometry	Reason with shapes and their attributes.	2nd Grade	2.G.A.3 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.A.3. Partition circles and rectangles into 2, 3 or 4 equal shares, describe them using words

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Mathematics	Geometry	Reason with shapes and their attributes.	3rd Grade	3.G.A.1 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.A.1. Understand shape categories may share attributes which may define a larger category
Mathematics	Geometry	Reason with shapes and their attributes.	3rd Grade	3.G.A.2 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 $\frac{1}{4}$ of the area of the shape.	3.G.A.2. Partition shapes into parts with equal areas; express each part as unit fraction of the whole
Mathematics	Geometry	Analyze, compare, create, and compose shapes.	Kindergarten	K.G.B.4 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.B.4. Analyze/compare using informal language, 2-/ 3-dimensional shapes of different size/orientation
Mathematics	Geometry	Analyze, compare, create, and compose shapes.	Kindergarten	K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	K.G.B.5. Model shapes in the world by building shapes from components and drawing shapes
Mathematics	Geometry	Analyze, compare, create, and compose shapes.	Kindergarten	K.G.B.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	K.G.B.6. Compose simple shapes to form larger shapes
Science	Physical Science	Motion and Stability: Forces and interactions	Kindergarten	K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	K-PS2-1. Investigate effects of strength or direction of push/pull on motion of an object
Science	Physical Science	Motion and Stability: Forces and interactions	Kindergarten	K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.*	K-PS2-2. Analyze data to determine a solution to change speed or direction of object with push or pull

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Science	Physical Science	Energy	Kindergarten	K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface.	K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface
Science	Physical Science	Energy	Kindergarten	K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	K-PS3-2. Use tools/materials to design/build a structure that reduces warming of sunlight on an area
Science	Physical Science	Waves and their Applications in Technologies for Information Transfer	1st Grade	1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	1-PS4-1. Plan and conduct investigations to provide evidence that vibrations and sounds are related
Science	Physical Science	Waves and their Applications in Technologies for Information Transfer	1st Grade	1-PS4-2. Make observations to construct an evidence-based account that objects can be seen only when illuminated.	1-PS4-2. Make observations and evidence-based account that objects can be seen only when illuminated
Science	Physical Science	Waves and their Applications in Technologies for Information Transfer	1st Grade	1-PS4-3. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.	1-PS4-3. Plan/conduct investigation of effects of placing objects of varied materials in light beam path
Science	Physical Science	Waves and their Applications in Technologies for Information Transfer	1st Grade	1-PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.	1-PS4-4. Design/build a device that uses light or sound to communicate over distance
Science	Physical Science	Matter and its Interactions	2nd Grade	2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	2-PS1-1. Plan/conduct investigations to describe/classify different kinds of materials by properties
Science	Physical Science	Matter and its Interactions	2nd Grade	2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.	2-PS1-2. Analyze/test data to determine which materials have properties best suited for intended purpose
Science	Physical Science	Matter and its Interactions	2nd Grade	2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.	2-PS1-3. Observe/construct evidence how small parts of an item can be disassembled/made into new item

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Science	Physical Science	Matter and its Interactions	2nd Grade	2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	2-PS1-4. Defend evidence that some changes caused by heating or cooling can/cannot be reversed
Science	Physical Science	Motion and Stability: Forces and Interactions	3rd Grade	3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	3-PS2-1. Plan/conduct/investigate the effects of balanced/unbalanced forces on the motion of an object
Science	Physical Science	Motion and Stability: Forces and Interactions	3rd Grade	3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	3-PS2-2. Observe and/or measure object's motion to give evidence that patterns can predict future motion
Science	Physical Science	Motion and Stability: Forces and Interactions	3rd Grade	3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	3-PS2-3. Determine cause/effect of electric or magnetic interactions between two objects not in contact
Science	Physical Science	Motion and Stability: Forces and Interactions	3rd Grade	3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.	3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets
Science	Life Science	From Molecules to Organisms	Kindergarten	K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.	K-LS1-1. Observe and describe patterns of what plants and animals (including humans) need to survive
Science	Life Science	From Molecules to Organisms: Structures and Processes	1st Grade	1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.*	1-LS1-1. Design solution to a human problem by mimicking how plants/animals use parts to meet needs
Science	Life Science	From Molecules to Organisms: Structures and Processes	1st Grade	1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	1-LS3-1. Construct evidence that young plants/animals are like, but not exactly like, their parents
Science	Life Science	From Molecules to Organisms: Structures and Processes	1st Grade	1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	1-LS1-2. Using text/media determine patterns in behavior of parents/offspring that help offspring survive
Science	Life Science	Ecosystems: Interactions, Energy, and Dynamics	2nd Grade	2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.	2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Science	Life Science	Ecosystems: Interactions, Energy, and Dynamics	2nd Grade	2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.	2-LS2-2. Develop a model that mimics the function of an animal in dispersing seeds or pollinating plants
Science	Life Science	Biological Evolution: Unity and Diversity	2nd Grade	2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats	2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats
Science	Life Science	From Molecules to Organisms: Structures and Processes	3rd Grade	3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	3-LS1-1. Develop models describing diversity in life cycles with common birth/growth/reproduction/death
Science	Life Science	Ecosystems: Interactions, Energy, and Dynamics	3rd Grade	3-LS2-1. Construct an argument that some animals form groups that help members survive.	3-LS2-1. Construct an argument that some animals form groups that help members survive
Science	Life Science	Heredity: Inheritance and Variation of Traits	3rd Grade	3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	3-LS3-1. Using data, explain inherited traits of plants/animals in similar organism groups
Science	Life Science	Heredity: Inheritance and Variation of Traits	3rd Grade	3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.	3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment
Science	Life Science	Biological Evolution: Unity and Diversity	3rd Grade	3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	3-LS4-1. Analyze/interpret fossil data to show organisms and environments in which they lived long ago
Science	Life Science	Biological Evolution: Unity and Diversity	3rd Grade	3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	3-LS4-2. Explain variations in same-species characteristics provide advantages to survive/mate/reproduce
Science	Life Science	Biological Evolution: Unity and Diversity	3rd Grade	3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	3-LS4-3. Explain why in a particular habitat some organisms can survive well/less well/not at all
Science	Life Science	Biological Evolution: Unity and Diversity	3rd Grade	3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.	3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Science	Earth Science	Earth and Human Activity	Kindergarten	K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	K-ESS3-1. Use a model representing relationships between needs of plants/animals/humans/places they live
Science	Earth Science	Earth's Systems	Kindergarten	K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.	K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time
Science	Earth Science	Earth's Systems	Kindergarten	K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	K-ESS2-2. Form argument with evidence for how plants and animals/humans change environment to meet needs
Science	Earth Science	Earth and Human Activity	Kindergarten	K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	K-ESS3-2. Ask questions about weather forecasting to prepare and respond to severe weather
Science	Earth Science	Earth and Human Activity	Kindergarten	K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	K-ESS3-3. Communicate solutions to reduce the impact of humans on land/water/air/other living things
Science	Earth Science	Earth's Place in the Universe	1st Grade	1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.	1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted
Science	Earth Science	Earth's Place in the Universe	1st Grade	1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.	1-ESS1-2. Make observations at different times of year to relate the amount of daylight/time of year
Science	Earth Science	Earth's Place in the Universe	2nd Grade	2-ESS1-1. Make observations from media to construct an evidence-based account that Earth events can occur quickly or slowly.	2-ESS1-1. Make observations from media to construct evidence that Earth events can occur quickly/slowly
Science	Earth Science	Earth's Systems	2nd Grade	2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	2-ESS2-1. Compare solutions designed to slow/prevent wind or water from changing the shape of land
Science	Earth Science	Earth's Systems	2nd Grade	2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.	2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area
Science	Earth Science	Earth's Systems	2nd Grade	2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.	2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Science	Earth Science	Earth's Systems	3rd Grade	3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	3-ESS2-1. Use tables/graphs to describe typical weather conditions expected in a particular season
Science	Earth Science	Earth's Systems	3rd Grade	3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.	3-ESS2-2. Obtain and combine information to describe climates in different regions of the world
Science	Earth Science	Earth and Human Activity	3rd Grade	3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	3-ESS3-1. Defend the merit of a design solution that reduces impacts of a weather-related hazard
Science	Engineering	Engineering Design	Kindergarten - 2nd Grade	K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	K-2-ETS1-1. Ask, observe, gather data, define problem; develop/improve object or tool to solve problem
Science	Engineering	Engineering Design	Kindergarten - 2nd Grade	K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	K-2-ETS1-2. Sketch or model to show how object's shape helps it function as needed to solve a problem
Science	Engineering	Engineering Design	Kindergarten - 2nd Grade	K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	K-2-ETS1-3. Analyze data from tests of two objects designed to solve same problem; compare performance
Social Studies	Individual Development and Identity		Kindergarten	SOC (K) Understands concepts such as: growth, change, learning, self, family, group.	SOC (K) Understand concepts such as: growth, change, learning, self, family, group
Social Studies	Individual Development and Identity		Kindergarten	SOC (K) Understands individual development and identity helps us know who we are and how we change.	SOC (K) Understand individual development and identity helps us know who we are and how we change
Social Studies	Individual Development and Identity		1st Grade	SOC (1) Understands individuals bring specific abilities, interest, and talents in working with others to make decisions and solve problems.	SOC (1) Understand individuals bring specific abilities/talents in working with others to solve problems
Social Studies	Individual Development and Identity		1st Grade	SOC (1) Understands individuals have characteristics that are both distinct from and similar to those of others.	SOC (1) Understand individuals have characteristics both distinct from and similar to those of others
Social Studies	Individual Development and Identity		2nd Grade	SOC (2) Understands individuals change over time.	SOC (2) Understand individuals change over time

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Social Studies	Individual Development and Identity		2nd Grade	SOC (2) Understands physical, intellectual, and emotional growth affect individual identity, growth, and interactions with others.	SOC (2) Understand physical/intellectual/emotional growth affect individual identity/growth/interactions
Social Studies	Individual Development and Identity		3rd Grade	SOC (3) Understands individual choices are influenced by personal and social factors.	SOC (3) Understand individual choices are influenced by personal and social factors
Social Studies	Individual Development and Identity		3rd Grade	SOC (3) Understands people's interactions with their social and physical surroundings influence individual identity and growth.	SOC (3) Understand interactions with social/physical surroundings influence individual identity/growth
Social Studies	People, Places, and Environments		1st Grade	SOC (1) Understands concepts such as: location, direction, distance and scale.	SOC (1) Understand concepts such as: location, direction, distance and scale
Social Studies	People, Places, and Environments		1st Grade	SOC (1) Understands concepts such as: past, present, future, difference, and change.	SOC (1) Understand concepts such as: past, present, future, difference and change
Social Studies	People, Places, and Environments		1st Grade	SOC (1) Understands physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment.	SOC (1) Understand school/city/state/region characteristics and people interactions in these environments
Social Studies	People, Places, and Environments		2nd Grade	SOC (2) Understands cultural patterns and their interactions within and across places, such as migration and settlement, changes in customs or ideas, and in the ways people make a living.	SOC (2) Understand cultural patterns within/across places: migration & settlement/custom changes/trades
Social Studies	People, Places, and Environments		2nd Grade	SOC (2) Understands factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live.	SOC (2) Understand factors of land availability/water/places to live influences human settlement patterns
Social Studies	People, Places, and Environments		3rd Grade	SOC (3) Understands benefits and problems resulting from the discovery and use of resources.	SOC (3) Understand benefits and problems resulting from the discovery and use of resources
Social Studies	People, Places, and Environments		3rd Grade	SOC (3) Understands factors that contribute to similarities and differences among peoples locally and in places across the world, including ethnicity, language, and religious beliefs.	SOC (3) Understand factors that contribute to similarities/differences among peoples locally/globally

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Social Studies	People, Places, and Environments		3rd Grade	SOC (3) Understands that tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments.	SOC (3) Understand that tools/maps/globes help investigate relationships among people/places/environments
Social Studies	People, Places, and Environments		Kindergarten	SOC (K) Understands the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.	SOC (K) Understand theme of people/places/environments involves studying location/people interactions
Social Studies	Culture		Kindergarten	SOC (K) Understands that "culture" refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.	SOC (K) Understand culture refers to: behaviors/beliefs/values/traditions/institutions/ways of living
Social Studies	Culture		1st Grade	SOC (1) Understands concepts such as: similarities, differences, beliefs, values, cohesion, and diversity.	SOC (1) Understand concepts such as: similarities/differences/beliefs/values/cohesion/diversity
Social Studies	Culture		2nd Grade	SOC (2) Understands how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.	SOC (2) Understand how cultural beliefs/behaviors/values allow groups to solve problems of daily living
Social Studies	Culture		2nd Grade	SOC (2) Understands how culture may change in response to changing needs and concerns.	SOC (2) Understand how culture may change in response to changing needs and concerns
Social Studies	Culture		3rd Grade	SOC (3) Understands how individuals learn the elements of their culture through interactions with other members of the culture group.	SOC (3) Understand how individuals learn elements of their culture through group member interactions
Social Studies	Culture		3rd Grade	SOC (3) Understands how peoples from different cultures develop different values and ways of interpreting experiences.	SOC (3) Understand how peoples from other cultures develop different values and ways of interpretation
Social Studies	Time, Continuity, and Change		Kindergarten	SOC (K) Understands the study of the past in the story of communities, nations, and the world.	SOC (K) Understand the study of the past in the story of communities, nations and the world
Social Studies	Time, Continuity, and Change		1st Grade	SOC (1) Understands that we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources, such as documents, letters, photographs, and artifacts.	SOC (1) Understand we learn our past from stories/biographies/interviews/documents/photos/artifacts

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Social Studies	Time, Continuity, and Change		2nd Grade	SOC (2) Understands key symbols and traditions that are carried from the past into the present may reflect differently within cultures.	SOC (2) Understand key symbols/traditions from past to present may reflect differently within cultures
Social Studies	Time, Continuity, and Change		2nd Grade	SOC (2) Understands the existence of key people, events, and places associated with the history of the community, nation, and world.	SOC (2) Understand how key people/events/places are linked to the history of the community/nation/world
Social Studies	Time, Continuity, and Change		3rd Grade	SOC (3) Understands that people view and interpret historical events differently because of the times in which they live, the experiences they have and the points of view they hold.	SOC (3) Understand people interpret past events differently due to time lived/experiences/view points
Social Studies	Time, Continuity, and Change		3rd Grade	SOC (3) Understands that historical events occurred in times that differed from our own, but often have lasting consequences of the present and future.	SOC (3) Understand historical events occurred in times past, but often have lasting consequences
Social Studies	Global Connections		1st Grade	SOC (1) Global connections affect daily life for individuals and those around them.	SOC (1) Understand global connections affect daily life for individuals and those around them
Social Studies	Global Connections		2nd Grade	SOC (2) Understand all cultures have similar needs, but meet those needs in different ways that may influence or be influenced by global connections.	SOC (2) Understand all cultures have similar needs met differently based on global connections
Social Studies	Global Connections		2nd Grade	SOC (2) Understand some global issues have persisted over time while others are more contemporary or emerging (e.g., technology enabling rapid communication across the earth).	SOC (2) Understand some global issues persist over time while others are more contemporary or emerging
Social Studies	Global Connections		3rd Grade	SOC (3) Understand global connections may be of various types (e.g., cultural exchange, trade, political, economic, or travel).	SOC (3) Understand global connections may be of various types: cultural exchange/trade/political/economic
Social Studies	Global Connections		3rd Grade	SOC (3) Understands the pace of global change has quickened in recent times.	SOC (3) Understand the pace of global change has quickened in recent times
Social Studies	Individuals, Groups, and Institutions		Kindergarten	SOC (K) Understands that people belong to groups and institutions that influence them.	SOC (K) Understand that people belong to groups and institutions that influence them
Social Studies	Individuals, Groups, and Institutions		1st Grade	SOC (1) Understands characteristics that distinguish individuals.	SOC (1) Understand characteristics that distinguish individuals

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Social Studies	Individuals, Groups, and Institutions		1st Grade	SOC (1) Understands concepts such as: community, culture, role, competition, cooperation, rules, and norms.	SOC (1) Understand concepts such as: community, culture, role, competition, cooperation, rules and norms
Social Studies	Individuals, Groups, and Institutions		2nd Grade	SOC (2) Understands how rules and norms of groups to which they belong impact their lives.	SOC (2) Understand how rules and norms of groups to which they belong impact their lives
Social Studies	Individuals, Groups, and Institutions		2nd Grade	SOC (2) Understands that individuals, groups, and institutions share common elements and also have unique characteristics.	SOC (2) Understand individuals/groups/institutions share common elements/have unique characteristics
Social Studies	Individuals, Groups, and Institutions		3rd Grade	SOC (3) Understands the impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives.	SOC (3) Understand impact family/school/religion/government/financial institutions have on lives
Social Studies	Power, Authority, and Governance		Kindergarten	SOC (K) Understands rules and laws can serve to support order and protect individual rights.	SOC (K) Understand rules and laws can serve to support order and protect individual rights
Social Studies	Power, Authority, and Governance		1st Grade	SOC (1) Understands ways in which governments meet the needs and wants of citizens.	SOC (1) Understand ways in which governments meet the needs and wants of citizens
Social Studies	Power, Authority, and Governance		2nd Grade	SOC (2) Understands fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity.	SOC (2) Understand the values of democracy: the common good/liberty/justice/equality/individual dignity
Social Studies	Power, Authority, and Governance		3rd Grade	SOC (3) Understands basic elements of government in the United States: executive, legislative, and judicial authority.	SOC (3) Understand basic elements of the U.S. government: executive, legislative and judicial authority
Social Studies	Power, Authority, and Governance		3rd Grade	SOC (3) Understands fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state.	SOC (3) Understand the fundamental ideas that are the foundation of American constitutional democracy
Social Studies	Civic Ideals and Practices		2nd Grade	SOC (2) Understands concepts and ideals such as: individual dignity, fairness, freedom, the common good, rule of law, civic life, rights, and responsibilities.	SOC (2) Understand concepts: fairness/freedom/common good/rule of law/civility/rights/responsibilities

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Social Studies	Civic Ideals and Practices		2nd Grade	SOC (2) Understands the theme of civic ideals and practices helps us know how we can have influence on how people live and act together.	SOC (2) Understand the theme of civic ideals & practices helps influence how people live/act together
Social Studies	Civic Ideals and Practices		3rd Grade	SOC (3) Understands key practices in a democratic society include civic participation based on studying community issues, planning, decision-making, voting, and cooperating to promote civic ideals.	SOC (3) Understand key practices in a democratic society include civic participation
Social Studies	Civic Ideals and Practices		3rd Grade	SOC (3) Understands the importance of gathering information as the basis for informed civic action.	SOC (3) Understand the importance of gathering information as the basis for informed civic action
Social Studies	Production, Distribution, and Consumption		Kindergarten	SOC (K) Understands the characteristics and functions of money and its uses.	SOC (K) Understand the characteristics and functions of money and its uses
Social Studies	Production, Distribution, and Consumption		1st Grade	SOC (1) Understands the difference between needs and wants.	SOC (1) Understand the difference between needs and wants
Social Studies	Production, Distribution, and Consumption		2nd Grade	SOC (2) Understands how economic incentives affect people's behavior.	SOC (2) Understand how economic incentives affect people's behavior
Social Studies	Production, Distribution, and Consumption		2nd Grade	SOC (2) Understands various organizations that help people achieve their individual economic goals (banks, businesses, labor unions).	SOC (2) Understand various organizations that help people achieve their individual economic goals
Social Studies	Production, Distribution, and Consumption		3rd Grade	SOC (3) Understands the characteristics of market economy.	SOC (3) Understand the characteristics of market economy
Social Studies	Production, Distribution, and Consumption		3rd Grade	SOC (3) Understands the goods and services produced in the market and those produced by the government.	SOC (3) Understand the goods and services produced in the market and those produced by the government
Social Studies	Production, Distribution, and Consumption		3rd Grade	SOC (3) Understands how people and communities deal with scarcity of resources.	SOC (3) Understand how people and communities deal with scarcity of resources
Social Studies	Science, Technology, and Society		Kindergarten	SOC (K) Understands that science involves the study of the natural world, and technology refers to the tools we use to accomplish tasks.	SOC (K) Understand science involves studying the natural world; technology refers to tools that do tasks
Social Studies	Science, Technology, and Society		1st Grade	SOC (1) Understands how society often turns to science and technology to solve problems.	SOC (1) Understand how society often turns to science and technology to solve problems
Social Studies	Science, Technology, and Society		1st Grade	SOC (1) Understands that media and technology are a part of every aspect of our lives.	SOC (1) Understand that media and technology are a part of every aspect of our lives

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Social Studies	Science, Technology, and Society		2nd Grade	SOC (2) Understand the ways in which scientific findings and various forms of technology influence our daily lives.	SOC (2) Understand ways in which scientific findings and forms of technology influence our daily lives
Social Studies	Science, Technology, and Society		3rd Grade	SOC (3) Understands that science and technology can have both positive and negative impacts on individuals, society, and the globe.	SOC (3) Understand science/technology can have positive/negative impacts on individuals/society/world
Social Studies	Science, Technology, and Society		3rd Grade	SOC (3) Understands that science often leads to new technology in areas such as communication and transportation, and results in change over time.	SOC (3) Understand science leads to new technologies (communication/transportation) and changes over time