

Grade	Strand	Standard #	Standard	REM 106B	REM 140	REM 150	REM 302A	REM 304C	REM 617	REM 3011	REM 3021
1	L	1	CC.1.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.							3011	
1	L	1.a	CC.1.L.1.a Conventions of Standard English: Print all upper- and lowercase letters.							3011	
1	L	1.b	CC.1.L.1.b Conventions of Standard English: Use common, proper, and possessive nouns.							3011	
1	L	1.c	CC.1.L.1.c Conventions of Standard English: Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).							3011	
1	L	1.d	CC.1.L.1.d Conventions of Standard English: Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).							3011	
1	L	1.e	CC.1.L.1.e Conventions of Standard English: 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).							3011	
1	L	1.f	CC.1.L.1.f Conventions of Standard English: Use frequently occurring adjectives.							3011	
1	L	1.g	CC.1.L.1.g Conventions of Standard English: Use frequently occurring conjunctions (e.g., and, but, or, so, because).							3011	
1	L	1.j	CC.1.L.1.j Conventions of Standard English: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.							3011	
2	L	1	CC.2.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.							3011	
2	L	1.a	CC.2.L.1.a Conventions of Standard English: Use collective nouns (e.g., group).							3011	
2	L	1.b	CC.2.L.1.b Conventions of Standard English: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).							3011	
2	L	1.e	CC.2.L.1.e Conventions of Standard English: Use adjectives and adverbs, and choose between them depending on what is to be modified.							3011	
2	L	1.f	CC.2.L.1.f Conventions of Standard English: 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).	106B						3011	3021
2	L	2	CC.2.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	106B						3011	3021
2	L	2.b	CC.2.L.2.b Conventions of Standard English: Use commas in greetings and closings of letters.	106B							
2	R.L	10	CC.2.R.L.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		140						
2	W	7	CC.2.W.7 Research to Build and Present Knowledge: 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).						617		
3	R.F	4.b	CC.3.R.F.4.b Fluency: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.		140						
3	R.I	1	CC.3.R.I.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.					304C			

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3	R.I	2	CC.3.R.I.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.					304C			
3	R.I	3	CC.3.R.I.3 Key Ideas and Details: 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.					304C			
3	R.I	8	CC.3.R.I.8 Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).					304C			
3	R.I	9	CC.3.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points and key details presented in two texts on the same topic.					304C			
3	R.I	10	CC.3.R.I.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.					304C			
3	R.L	5	CC.3.R.L.5 Craft and Structure: 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.		140						
3	R.L	10	CC.3.R.L.10 Range of Reading and Complexity of Text: 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.		140						
3	W	1	CC.3.W.1 Text Types and Purposes: Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.						617		
3	W	1.a	CC.3.W.1.a Text Types and Purposes: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.						617		
3	W	1.b	CC.3.W.1.b Text Types and Purposes: Provide reasons that support the opinion.						617		
3	W	1.c	CC.3.W.1.c Text Types and Purposes: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.						617		
3	W	1.d	CC.3.W.1.d Text Types and Purposes: Provide a concluding statement or section.						617		
3	W	2	CC.3.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.						617		
3	W	2.a	CC.3.W.2.a Text Types and Purposes: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.				302A				
3	W	2.b	CC.3.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, and details.				302A		617		
3	W	2.c	CC.3.W.2.c Text Types and Purposes: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.				302A		617		
3	W	2.d	CC.3.W.2.d Text Types and Purposes: Provide a concluding statement or section.				302A		617		
3	W	3	CC.3.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			150					
3	W	3.a	CC.3.W.3.a Text Types and Purposes: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.			150					

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3	W	3.b	CC.3.W.3.b Text Types and Purposes: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.			150					
3	W	3.c	CC.3.W.3.c Text Types and Purposes: Use temporal words and phrases to signal event order.			150			617		
3	W	3.d	CC.3.W.3.d Text Types and Purposes: Provide a sense of closure.			150			617		
3	W	4	CC.3.W.4 Production and Distribution of Writing: 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.)		140	150	302A		617		3021
3	W	5	CC.3.W.5 Production and Distribution of Writing: 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.)		140	150	302A		617		3021
3	W	7	CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic.					304C	617		
3	W	8	CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.					304C			
3	W	10	CC.3.W.10 Range of Writing: 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.	106B	140	150	302A	304C	617		3021
3	L	1	CC.3.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			150					
3	L	2	CC.3.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			150					
3	L	2.a	CC.3.L.2.a Conventions of Standard English: Capitalize appropriate words in titles.			150					
3	L	2.b	CC.3.L.2.b Conventions of Standard English: Use commas in addresses.			150					
3	L	2.c	CC.3.L.2.c Conventions of Standard English: Use commas and quotation marks in dialogue.			150					
3	L	2.d	CC.3.L.2.d Conventions of Standard English: Form and use possessives.			150					
3	L	3.a	CC.3.L.3.a Knowledge of Language: Choose words and phrases for effect.*			150					
3	L	4.a	CC.3.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.			150					
4	L	1	CC.4.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			150					
4	L	1.a	CC.4.L.1.a Conventions of Standard English: Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).			150					
4	L	1.b	CC.4.L.1.b Conventions of Standard English: Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.			150					
4	L	1.d	CC.4.L.1.d Conventions of Standard English: Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).			150					
4	L	1.e	CC.4.L.1.e Conventions of Standard English: Form and use prepositional phrases.			150					
4	L	1.f	CC.4.L.1.f Conventions of Standard English: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*			150					

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4	L	2	CC.4.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			150					
4	L	2.a	CC.4.L.2.a Conventions of Standard English: Use correct capitalization.			150					
4	L	2.b	CC.4.L.2.b Conventions of Standard English: Use commas and quotation marks to mark direct speech and quotations from a text.			150					
4	L	2.c	CC.4.L.2.c Conventions of Standard English: Use a comma before a coordinating conjunction in a compound sentence.			150					
4	L	3	CC.4.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.			150					
4	L	5	CC.4.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		140						
4	L	5.a	CC.4.L.5.a Vocabulary Acquisition and Use: Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.		140						
4	L	5.b	CC.4.L.5.b Vocabulary Acquisition and Use: Recognize and explain the meaning of common idioms, adages, and proverbs.		140						
4	L	5.c	CC.4.L.5.c Vocabulary Acquisition and Use: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).		140						
4	R.I	1	CC.4.R.1.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.					304C			
4	R.I	3	CC.4.R.1.3 Key Ideas and Details: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.					304C			
4	R.I	4	CC.4.R.1.4 Craft and Structure: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.					304C			
4	R.I	5	CC.4.R.1.5 Craft and Structure: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.					304C			
4	R.I	6	CC.4.R.1.6 Craft and Structure: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.					304C			
4	R.I	9	CC.4.R.1.9 Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.					304C			
4	R.I	10	CC.4.R.1.10 Range of Reading and Complexity of Text: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.					304C			
4	R.L	5	CC.4.R.L.5 Craft and Structure: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.		140						
4	W	1	CC.4.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.						617		
4	W	1.a	CC.4.W.1.a Text Types and Purposes: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.						617		
4	W	1.b	CC.4.W.1.b Text Types and Purposes: Provide reasons that are supported by facts and details.						617		

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4	W	1.c	CC.4.W.1.c Text Types and Purposes: Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).						617		
4	W	1.d	CC.4.W.1.d Text Types and Purposes: Provide a concluding statement or section related to the opinion presented.						617		
4	W	2	CC.4.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					304C			
4	W	2	CC.4.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.						617		
4	W	2.a	CC.4.W.2.a Text Types and Purposes: Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.						617		
4	W	2.b	CC.4.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.					304C	617		
4	W	2.c	CC.4.W.2.c Text Types and Purposes: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).						617		
4	W	2.d	CC.4.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.					304C	617		
4	W	2.e	CC.4.W.2.e Text Types and Purposes: Provide a concluding statement or section related to the information or explanation presented.						617		
4	W	3	CC.4.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			150					
4	W	3.a	CC.4.W.3.a Text Types and Purposes: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.			150					
4	W	3.b	CC.4.W.3.b Text Types and Purposes: Use dialogue and description to develop experiences and events or show the responses of characters to situations.			150					
4	W	3.c	CC.4.W.3.c Text Types and Purposes: Use a variety of transitional words and phrases to manage the sequence of events.			150			617		
4	W	3.d	CC.4.W.3.d Text Types and Purposes: Use concrete words and phrases and sensory details to convey experiences and events precisely.			150					
4	W	3.e	CC.4.W.3.e Text Types and Purposes: Provide a conclusion that follows from the narrated experiences or events.			150					
4	W	4	CC.4.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)			150		304C	617		
4	W	5	CC.4.W.5 Production and Distribution of Writing: 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 4 on page 29.)			150		304C			
4	W	7	CC.4.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge through investigation of different aspects of a topic.					304C	617		

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4	W	8	CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.					304C			
4	W	9	CC.4.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.					304C	617		
4	W	9.a	CC.4.W.9.a Research to Build and Present Knowledge: Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").						617		
4	W	10	CC.4.W.10 Range of Writing: 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.	106B	140	150		304C	617		
5	L	5	CC.5.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		140						
5	L	5.a	CC.5.L.5.a Vocabulary Acquisition and Use: Interpret figurative language, including similes and metaphors, in context.		140						
5	L	5.b	CC.5.L.5.b Vocabulary Acquisition and Use: Recognize and explain the meaning of common idioms, adages, and proverbs.		140						
5	L	5.c	CC.5.L.5.c Vocabulary Acquisition and Use: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.		140						
5	R.L	4	CC.5.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.		140						
5	W	10	CC.5.W.10 Range of Writing: 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.	106B	140						
K-12	W	R.10	CC.K-12.W.R.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	106B	140	150	302A	304C	617	3011	3021
K-12	W	R.2	CC.K-12.W.R.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	106B	140	150	302A	304C	617	3011	3021
K-12	W	R.3	CC.K-12.W.R.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	106B	140	150	302A	304C	617	3011	3021
K-12	W	R.5	CC.K-12.W.R.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	106B	140	150	302A	304C	617	3011	3021