

**Common Core State Standards
English Language Arts and Mathematics
Grades K–2**

Correlated to

BRIGANCE[®] Inventory of Early Development III (IED III)

May 2013



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Common Core State Standards English Language Arts and Mathematics Grades K–2
 Correlated to BRIGANCE® Inventory of Early Development III (IED III)
 May 2013

Common Core State Standards – Kindergarten English Language Arts	BRIGANCE® IED III Assessments
Reading: Literature	
Key Ideas and Details	
CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	E-1 Response to and Experience with Books D-17 Uses Meaningful Language in Context
Craft and Structure	
CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.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.	
Integration of Knowledge and Ideas	
CCSS.ELA-Literacy.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).	E-1 Response to and Experience with Books
(RL.K.8 not applicable to literature)	
CCSS.ELA-Literacy.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	
Range of Reading and Level of Text Complexity	
CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.	E-1 Response to and Experience with Books
Reading: Informational Text	
Key Ideas and Details	
CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.	E-1 Response to and Experience with Books

Common Core State Standards English Language Arts and Mathematics Grades K–2
 Correlated to BRIGANCE® Inventory of Early Development III (IED III)
 May 2013

Common Core State Standards – Kindergarten English Language Arts	BRIGANCE® IED III Assessments
CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	E-1 Response to and Experience with Books
Craft and Structure	
CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.RI.K.5 Identify the front cover, back cover, and title page of a book.	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.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.	
Integration of Knowledge and Ideas	
CCSS.ELA-Literacy.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).	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	
CCSS.ELA-Literacy.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).	
Range of Reading and Level of Text Complexity	
CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.	E-1 Response to and Experience with Books
Reading: Foundational Skills	
Print Concepts	
CCSS.ELA-Literacy.RF.K.1 Demonstrate understanding of the organization and basic features of print.	
CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page.	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.	E-16 Segments Words into Word Parts E-19 Identifies Blended Phonemes as Words E-20 Deletes Word Parts and Phonemes

Common Core State Standards English Language Arts and Mathematics Grades K–2
 Correlated to BRIGANCE® Inventory of Early Development III (IED III)
 May 2013

Common Core State Standards – Kindergarten English Language Arts	BRIGANCE® IED III Assessments
	in Words
CCSS.ELA-Literacy.RF.K.1c Understand that words are separated by spaces in print.	E-25b Reads Passages at Primer Level E-27 Quality of Printing
CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.	E-8a Matches Uppercase Letters E-8b Identifies Uppercase Letters E-9a Matches Lowercase Letters E-9b Identifies Lowercase Letters
Phonological Awareness	
CCSS.ELA-Literacy.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
CCSS.ELA-Literacy.RF.K.2a Recognize and produce rhyming words.	E-15 Identifies Rhymes
CCSS.ELA-Literacy.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	E-3 Blends Word Parts into One Word E-4 Identifies Blended Word Parts as Words E-16 Segments Words into Word Parts E-19 Identifies Blended Phonemes as Words
CCSS.ELA-Literacy.RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	E-17 Identifies Beginning Sounds E-18 Matches Beginning Sounds and Letters with Pictures E-19 Identifies Blended Phonemes as Words
CCSS.ELA-Literacy.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/.)	E-5 Auditory Discrimination E-17 Identifies Beginning Sounds E-18 Matches Beginning Sounds and Letters with Pictures E-19 Identifies Blended Phonemes as Words
CCSS.ELA-Literacy.RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	E-20 Deletes Word Parts and Phonemes in Words
Phonics and Word Recognition	
CCSS.ELA-Literacy.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	

Common Core State Standards English Language Arts and Mathematics Grades K–2
 Correlated to BRIGANCE® Inventory of Early Development III (IED III)
 May 2013

Common Core State Standards – Kindergarten English Language Arts	BRIGANCE® IED III Assessments
CCSS.ELA-Literacy.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.	E-5 Auditory Discrimination E-17 Identifies Beginning Sounds E-18 Matches Beginning Sounds and Letters with Pictures E-19 Identifies Blended Phonemes as Words
CCSS.ELA-Literacy.RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	E-5 Auditory Discrimination E-19 Identifies Blended Phonemes as Words
CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	E-2 Identifies Common Signs E-21 Reads Basic Vocabulary Words E-22 Reads Number Words E-23 Reads Color Words E-24 Reads Words from Common Signs E-25b Reads Passages at Primer Level E-28 Word Recognition Grade Placement Test
CCSS.ELA-Literacy.RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	E-5 Auditory Discrimination
Fluency	
CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.	E-1 Response to and Experience with Books E-25b Reads Passages at Primer Level
Writing	
Text Types and Purposes	
CCSS.ELA-Literacy.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., <i>My favorite book is...</i>).	
CCSS.ELA-Literacy.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.	E-26 Writes Simple Sentences

Common Core State Standards English Language Arts and Mathematics Grades K–2
 Correlated to BRIGANCE® Inventory of Early Development III (IED III)
 May 2013

Common Core State Standards – Kindergarten English Language Arts	BRIGANCE® IED III Assessments
CCSS.ELA-Literacy.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.	D-17 Uses Meaningful Language in Context E-1 Response to and Experience with Books
Production and Distribution of Writing	
(W.K.4 begins in grade 3)	
CCSS.ELA-Literacy.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	
CCSS.ELA-Literacy.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.	
Research to Build and Present Knowledge	
CCSS.ELA-Literacy.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).	
CCSS.ELA-Literacy.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	H-1 Relationships with Adults
(W.K.9 begins in grade 4)	
Range of Writing	
(W.K.10 begins in grade 3)	
Speaking & Listening	
Comprehension and Collaboration	
CCSS.ELA-Literacy.SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	
CCSS.ELA-Literacy.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).	D-3 General Speech and Language Development H-4 Prosocial Skills and Behaviors
CCSS.ELA-Literacy.SL.K.1b Continue a conversation through multiple exchanges.	D-3 General Speech and Language Development H-4 Prosocial Skills and Behaviors
CCSS.ELA-Literacy.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.	E-1 Response to and Experience with Books D-17 Uses Meaningful Language in

Common Core State Standards English Language Arts and Mathematics Grades K–2
 Correlated to BRIGANCE® Inventory of Early Development III (IED III)
 May 2013

Common Core State Standards – Kindergarten English Language Arts	BRIGANCE® IED III Assessments
	Context
CCSS.ELA-Literacy.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	D-3 General Speech and Language Development D-5 Knows Personal Information E-1 Response to and Experience with Books G-9 Knows What to Do in Different Situations G-11 Knows Where to Go for Services
Presentation of Knowledge and Ideas	
CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	D-3 General Speech and Language Development G-10 Knows What Community Helpers Do
CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	
CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	D-3 General Speech and Language Development H-1 Relationships with Adults H-4 Prosocial Skills and Behaviors
Language	
Conventions of Standard English	
CCSS.ELA-Literacy.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.	C-3 Early Handwriting Skills E-10 Prints Uppercase Letters in Sequence E-11 Prints Lowercase Letters in Sequence E-12 Prints Uppercase Letters Dictated E-13 Prints Lowercase Letters Dictated
CCSS.ELA-Literacy.L.K.1b Use frequently occurring nouns and verbs.	D-3 General Speech and Language Development

Common Core State Standards English Language Arts and Mathematics Grades K–2
 Correlated to BRIGANCE® Inventory of Early Development III (IED III)
 May 2013

Common Core State Standards – Kindergarten English Language Arts	BRIGANCE® IED III Assessments
	D-16 Uses Plural Nouns, -ing, and Prepositions
CCSS.ELA-Literacy.L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).	D-3 General Speech and Language Development D-16 Uses Plural Nouns, -ing, and Prepositions
CCSS.ELA-Literacy.L.K.1d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	D-3 General Speech and Language Development D-5 Knows Personal Information E-1 Response to and Experience with Books H-3 Motivation and Self-Confidence
CCSS.ELA-Literacy.L.K.1e Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	D-3 General Speech and Language Development D-10 Understands Directional/Positional Concepts D-16 Uses Plural Nouns, -ing, and Prepositions
CCSS.ELA-Literacy.L.K.1f Produce and expand complete sentences in shared language activities.	D-3 General Speech and Language Development D-4 Length of Sentences
CCSS.ELA-Literacy.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
CCSS.ELA-Literacy.L.K.2a Capitalize the first word in a sentence and the pronoun <i>I</i>	E-26 Writes Simple Sentences
CCSS.ELA-Literacy.L.K.2b Recognize and name end punctuation.	E-26 Writes Simple Sentences
CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).	E-18 Matches Beginning Sounds and Letters with Pictures
CCSS.ELA-Literacy.L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	E-26 Writes Simple Sentences
Knowledge of Language	
(L.K.3 begins in grade 2)	
Vocabulary Acquisition and Use	

Common Core State Standards English Language Arts and Mathematics Grades K–2
 Correlated to BRIGANCE® Inventory of Early Development III (IED III)
 May 2013

Common Core State Standards – Kindergarten English Language Arts	BRIGANCE® IED III Assessments
CCSS.ELA-Literacy.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	
CCSS.ELA-Literacy.L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).	
CCSS.ELA-Literacy.L.K.4b Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.	D-3 General Speech and Language Development D-16 Uses Plural Nouns, -ing, and Prepositions
CCSS.ELA-Literacy.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.	
CCSS.ELA-Literacy.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	C-1 General Eye/Finger/Hand Manipulative Skills D-12 Classifies Objects into Categories F-5 Sorts Objects (by Size, Color, Shape)
CCSS.ELA-Literacy.L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	D-11 Understands Qualitative Concepts
CCSS.ELA-Literacy.L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).	D-13 Knows Uses of Objects
CCSS.ELA-Literacy.L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i>) by acting out the meanings.	
CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	D-3 General Speech and Language Development E-1 Response to and Experience with Books

Common Core State Standards English Language Arts and Mathematics Grades K–2
 Correlated to BRIGANCE® Inventory of Early Development III (IED III)
 May 2013

Common Core State Standards – Grade 1 English Language Arts	BRIGANCE® IED III Assessments
Reading: Literature	
Key Ideas and Details	
CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	D-17 Uses Meaningful Language in Context E-1 Response to and Experience with Books
CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.	E-1 Response to and Experience with Books
Craft and Structure	
CCSS.ELA-Literacy.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.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.	
CCSS.ELA-Literacy.RL.1.6 Identify who is telling the story at various points in a text.	
Integration of Knowledge and Ideas	
CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	E-1 Response to and Experience with Books
(RL.1.8 not applicable to literature)	
CCSS.ELA-Literacy.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	E-1 Response to and Experience with Books
Range of Reading and Level of Text Complexity	
CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	E-1 Response to and Experience with Books E-25c Reads Passages at First-Grade Level
Reading: Informational Text	
Key Ideas and Details	
CCSS.ELA-Literacy.RI.1.1 Ask and answer questions about key details in a text.	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.	E-1 Response to and Experience with

Common Core State Standards English Language Arts and Mathematics Grades K–2
 Correlated to BRIGANCE® Inventory of Early Development III (IED III)
 May 2013

Common Core State Standards – Grade 1 English Language Arts	BRIGANCE® IED III Assessments
	Books
CCSS.ELA-Literacy.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	E-1 Response to and Experience with Books
Craft and Structure	
CCSS.ELA-Literacy.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.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.	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	E-1 Response to and Experience with Books
Integration of Knowledge and Ideas	
CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas.	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.RI.1.8 Identify the reasons an author gives to support points in a text.	
CCSS.ELA-Literacy.RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	E-1 Response to and Experience with Books
Range of Reading and Level of Text Complexity	
CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	E-1 Response to and Experience with Books
Reading: Foundational Skills	
Print Concepts	
CCSS.ELA-Literacy.RF.1.1 Demonstrate understanding of the organization and basic features of print.	
CCSS.ELA-Literacy.RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	E-26 Writes Simple Sentences
Phonological Awareness	
CCSS.ELA-Literacy.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.	E-5 Auditory Discrimination
CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	E-5 Auditory Discrimination E-15 Identifies Rhymes E-17 Identifies Beginning Sounds E-18 Matches Beginning Sounds and

Common Core State Standards English Language Arts and Mathematics Grades K–2
 Correlated to BRIGANCE® Inventory of Early Development III (IED III)
 May 2013

Common Core State Standards – Grade 1 English Language Arts	BRIGANCE® IED III Assessments
	Letters with Pictures E-19 Identifies Blended Phonemes as Words
CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	E-5 Auditory Discrimination E-15 Identifies Rhymes E-17 Identifies Beginning Sounds E-18 Matches Beginning Sounds and Letters with Pictures E-19 Identifies Blended Phonemes as Words
CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	E-5 Auditory Discrimination E-15 Identifies Rhymes E-17 Identifies Beginning Sounds E-18 Matches Beginning Sounds and Letters with Pictures E-19 Identifies Blended Phonemes as Words
Phonics and Word Recognition	
CCSS.ELA-Literacy.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
CCSS.ELA-Literacy.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.	E-26 Writes Simple Sentences
CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.	E-1 Response to and Experience with Books E-21 Reads Basic Vocabulary Words E-22 Reads Number Words E-23 Reads Color Words E-24 Reads Words from Common Signs E-25c Reads Passages at First-Grade Level E-28 Word Recognition Grade Placement Test
CCSS.ELA-Literacy.RF.1.3c Know final -e and common vowel team conventions for representing long	E-20 Deletes Word Parts and Phonemes

Common Core State Standards English Language Arts and Mathematics Grades K–2
 Correlated to BRIGANCE® Inventory of Early Development III (IED III)
 May 2013

Common Core State Standards – Grade 1 English Language Arts	BRIGANCE® IED III Assessments
vowel sounds.	in Words E-22 Reads Number Words E-23 Reads Color Words E-25c Reads Passages at First-Grade Level
CCSS.ELA-Literacy.RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	E-3 Blends Word Parts into One Word E-4 Identifies Blended Word Parts as Words E-16 Segments Words into Word Parts E-20 Deletes Word Parts and Phonemes in Words
CCSS.ELA-Literacy.RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.	E-3 Blends Word Parts into One Word E-4 Identifies Blended Word Parts as Words E-16 Segments Words into Word Parts E-20 Deletes Word Parts and Phonemes in Words
CCSS.ELA-Literacy.RF.1.3f Read words with inflectional endings.	D-16 Uses Plural Nouns, -ing, and Prepositions
CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.	E-28 Word Recognition Grade Placement Test
Fluency	
CCSS.ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	
CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	E-25c Reads Passages at First-Grade Level
CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	E-1 Response to and Experience with Books
Writing	
Text Types and Purposes	
CCSS.ELA-Literacy.W.1.1 Write opinion pieces in which they introduce the topic or name the book	

Common Core State Standards English Language Arts and Mathematics Grades K–2
 Correlated to BRIGANCE® Inventory of Early Development III (IED III)
 May 2013

Common Core State Standards – Grade 1 English Language Arts	BRIGANCE® IED III Assessments
they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	
CCSS.ELA-Literacy.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.	E-26 Writes Simple Sentences
CCSS.ELA-Literacy.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.	
Production and Distribution of Writing	
(W.1.4 begins in grade 3)	
CCSS.ELA-Literacy.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.	
CCSS.ELA-Literacy.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.	
Research to Build and Present Knowledge	
CCSS.ELA-Literacy.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).	
CCSS.ELA-Literacy.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	D-3 General Speech and Language Development
(W.1.9 begins in grade 4)	
Range of Writing	
(W.1.10 begins in grade 3)	
Speaking & Listening	
Comprehension and Collaboration	
CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	
CCSS.ELA-Literacy.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).	D-3 General Speech and Language Development H-4 Prosocial Skills and Behaviors
CCSS.ELA-Literacy.SL.1.1b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.	D-3 General Speech and Language Development H-4 Prosocial Skills and Behaviors

Common Core State Standards English Language Arts and Mathematics Grades K–2
Correlated to BRIGANCE® Inventory of Early Development III (IED III)
May 2013

Common Core State Standards – Grade 1 English Language Arts	BRIGANCE® IED III Assessments
CCSS.ELA-Literacy.SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.	D-3 General Speech and Language Development E-1 Response to and Experience with Books
CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.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.	D-3 General Speech and Language Development
Presentation of Knowledge and Ideas	
CCSS.ELA-Literacy.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	D-3 General Speech and Language Development
CCSS.ELA-Literacy.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	
CCSS.ELA-Literacy.SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	D-3 General Speech and Language Development D-4 Length of Sentences
Language	
Conventions of Standard English	
CCSS.ELA-Literacy.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters.	E-10 Prints Uppercase Letters in Sequence E-11 Prints Lowercase Letters in Sequence E-12 Prints Uppercase Letters Dictated E-13 Prints Lowercase Letters Dictated
CCSS.ELA-Literacy.L.1.1b Use common, proper, and possessive nouns.	D-3 General Speech and Language Development D-16 Uses Plural Nouns, -ing, and Prepositions
CCSS.ELA-Literacy.L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	D-3 General Speech and Language Development

Common Core State Standards English Language Arts and Mathematics Grades K–2
 Correlated to BRIGANCE® Inventory of Early Development III (IED III)
 May 2013

Common Core State Standards – Grade 1 English Language Arts	BRIGANCE® IED III Assessments
	D-16 Uses Plural Nouns, -ing, and Prepositions
CCSS.ELA-Literacy.L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	D-3 General Speech and Language Development
CCSS.ELA-Literacy.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).	D-3 General Speech and Language Development
CCSS.ELA-Literacy.L.1.1f Use frequently occurring adjectives.	D-3 General Speech and Language Development
CCSS.ELA-Literacy.L.1.1g Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	D-3 General Speech and Language Development
CCSS.ELA-Literacy.L.1.1h Use determiners (e.g., articles, demonstratives).	
CCSS.ELA-Literacy.L.1.1i Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	D-3 General Speech and Language Development D-10 Understands Directional/Positional Concepts D-16 Uses Plural Nouns, -ing, and Prepositions
CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	D-3 General Speech and Language Development D-4 Length of Sentences D-17 Uses Meaningful Language in Context
CCSS.ELA-Literacy.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
CCSS.ELA-Literacy.L.1.2a Capitalize dates and names of people.	E-26 Writes Simple Sentences
CCSS.ELA-Literacy.L.1.2b Use end punctuation for sentences.	E-26 Writes Simple Sentences
CCSS.ELA-Literacy.L.1.2c Use commas in dates and to separate single words in a series.	E-26 Writes Simple Sentences
CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	E-26 Writes Simple Sentences
CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	E-26 Writes Simple Sentences
Knowledge of Language	

Common Core State Standards English Language Arts and Mathematics Grades K–2
 Correlated to BRIGANCE® Inventory of Early Development III (IED III)
 May 2013

Common Core State Standards – Grade 1 English Language Arts	BRIGANCE® IED III Assessments
(L.1.3 begins in grade 2)	
Vocabulary Acquisition and Use	
CCSS.ELA-Literacy.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	
CCSS.ELA-Literacy.L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.	
CCSS.ELA-Literacy.L.1.4c Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	D-16 Uses Plural Nouns, -ing, and Prepositions
CCSS.ELA-Literacy.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	
CCSS.ELA-Literacy.L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	D-3 General Speech and Language Development D-12 Classifies Objects into Categories D-13 Knows Uses of Objects F-5 Sorts Objects (by Size, Color, Shape) F-22 Distinguishes Between Living and Non-Living Thing
CCSS.ELA-Literacy.L.1.5b Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	D-12 Classifies Objects into Categories D-13 Knows Uses of Objects
CCSS.ELA-Literacy.L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	D-13 Knows Uses of Objects
CCSS.ELA-Literacy.L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	
CCSS.ELA-Literacy.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., <i>because</i>).	D-3 General Speech and Language Development E-1 Response to and Experience with Books
Common Core State Standards – Grade 2 English Language Arts	BRIGANCE® IED III Assessments

Common Core State Standards English Language Arts and Mathematics Grades K–2
Correlated to BRIGANCE® Inventory of Early Development III (IED III)
May 2013

Common Core State Standards – Grade 2 English Language Arts	BRIGANCE® IED III Assessments
Reading: Literature	
Key Ideas and Details	
CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.	E-1 Response to and Experience with Books
Craft and Structure	
CCSS.ELA-Literacy.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.	
CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.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.	E-1 Response to and Experience with Books
Integration of Knowledge and Ideas	
CCSS.ELA-Literacy.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.	E-1 Response to and Experience with Books
(RL.2.8 not applicable to literature)	
CCSS.ELA-Literacy.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.	E-1 Response to and Experience with Books
Range of Reading and Level of Text Complexity	
CCSS.ELA-Literacy.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.	E-1 Response to and Experience with Books E-25d Reads Passages at Second-Grade Level
Reading: Informational Text	
Key Ideas and Details	
CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of	E-1 Response to and Experience with

Common Core State Standards English Language Arts and Mathematics Grades K–2
 Correlated to BRIGANCE® Inventory of Early Development III (IED III)
 May 2013

Common Core State Standards – Grade 2 English Language Arts	BRIGANCE® IED III Assessments
specific paragraphs within the text.	Books
CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	E-1 Response to and Experience with Books
Craft and Structure	
CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.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.	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	E-1 Response to and Experience with Books
Integration of Knowledge and Ideas	
CCSS.ELA-Literacy.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.RI.2.8 Describe how reasons support specific points the author makes in a text.	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	E-1 Response to and Experience with Books
Range of Reading and Level of Text Complexity	
CCSS.ELA-Literacy.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.	E-1 Response to and Experience with Books
Reading: Foundational Skills	
Phonics and Word Recognition	
CCSS.ELA-Literacy.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
CCSS.ELA-Literacy.RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	E-5 Auditory Discrimination
CCSS.ELA-Literacy.RF.2.3b Know spelling-sound correspondences for additional common vowel teams.	E-26 Writes Simple Sentences
CCSS.ELA-Literacy.RF.2.3c Decode regularly spelled two-syllable words with long vowels.	E-1 Response to and Experience with Books E-21 Reads Basic Vocabulary Words

Common Core State Standards English Language Arts and Mathematics Grades K–2
 Correlated to BRIGANCE® Inventory of Early Development III (IED III)
 May 2013

Common Core State Standards – Grade 2 English Language Arts	BRIGANCE® IED III Assessments
	E-22 Reads Number Words E-23 Reads Color Words E-24 Reads Words from Common Signs E-25d Reads Passages at Second-Grade Level E-28 Word Recognition Grade Placement Test
CCSS.ELA-Literacy.RF.2.3d Decode words with common prefixes and suffixes.	
CCSS.ELA-Literacy.RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.	E-28 Word Recognition Grade Placement Test
CCSS.ELA-Literacy.RF.2.3f Recognize and read grade-appropriate irregularly spelled words.	E-28 Word Recognition Grade Placement Test
Fluency	
CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	
CCSS.ELA-Literacy.RF.2.4a Read grade-level text with purpose and understanding.	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	E-25d Reads Passages at Second-Grade Level
CCSS.ELA-Literacy.RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	E-1 Response to and Experience with Books
Writing	
Text Types and Purposes	
CCSS.ELA-Literacy.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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	
CCSS.ELA-Literacy.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.	E-26 Writes Simple Sentences
CCSS.ELA-Literacy.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.	
Production and Distribution of Writing	

Common Core State Standards English Language Arts and Mathematics Grades K–2
 Correlated to BRIGANCE® Inventory of Early Development III (IED III)
 May 2013

Common Core State Standards – Grade 2 English Language Arts	BRIGANCE® IED III Assessments
(W.2.4 begins in grade 3)	
CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	
CCSS.ELA-Literacy.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.	
Research to Build and Present Knowledge	
CCSS.ELA-Literacy.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).	
CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	D-3 General Speech and Language Development
(W.2.9 begins in grade 4)	
Range of Writing	
(W.2.10 begins in grade 3)	
Speaking & Listening	
Comprehension and Collaboration	
CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	
CCSS.ELA-Literacy.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).	D-3 General Speech and Language Development H-4 Prosocial Skills and Behaviors
CCSS.ELA-Literacy.SL.2.1b Build on others’ talk in conversations by linking their comments to the remarks of others.	D-3 General Speech and Language Development H-4 Prosocial Skills and Behaviors
CCSS.ELA-Literacy.SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.	D-3 General Speech and Language Development E-1 Response to and Experience with Books
CCSS.ELA-Literacy.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.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.	D-3 General Speech and Language Development

Common Core State Standards English Language Arts and Mathematics Grades K–2
 Correlated to BRIGANCE® Inventory of Early Development III (IED III)
 May 2013

Common Core State Standards – Grade 2 English Language Arts	BRIGANCE® IED III Assessments
Presentation of Knowledge and Ideas	
CCSS.ELA-Literacy.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	D-3 General Speech and Language Development
CCSS.ELA-Literacy.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.	C-3 Early Handwriting Skills
CCSS.ELA-Literacy.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.)	D-3 General Speech and Language Development D-4 Length of Sentences
Language	
Conventions of Standard English	
CCSS.ELA-Literacy.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
CCSS.ELA-Literacy.L.2.1a Use collective nouns (e.g., <i>group</i>).	
CCSS.ELA-Literacy.L.2.1b Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	D-3 General Speech and Language Development
CCSS.ELA-Literacy.L.2.1c Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	
CCSS.ELA-Literacy.L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	D-3 General Speech and Language Development
CCSS.ELA-Literacy.L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.	D-3 General Speech and Language Development D-9 Identifies Colors D-11 Understands Qualitative Concepts F-3 Compares Different Amounts
CCSS.ELA-Literacy.L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	D-3 General Speech and Language Development
CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
CCSS.ELA-Literacy.L.2.2a Capitalize holidays, product names, and geographic names.	E-26 Writes Simple Sentences
CCSS.ELA-Literacy.L.2.2b Use commas in greetings and closings of letters.	
CCSS.ELA-Literacy.L.2.2c Use an apostrophe to form contractions and frequently occurring	E-26 Writes Simple Sentences

Common Core State Standards English Language Arts and Mathematics Grades K–2
Correlated to BRIGANCE® Inventory of Early Development III (IED III)
May 2013

Common Core State Standards – Grade 2 English Language Arts	BRIGANCE® IED III Assessments
possessives.	
CCSS.ELA-Literacy.L.2.2d Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).	E-26 Writes Simple Sentences
CCSS.ELA-Literacy.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
Knowledge of Language	
CCSS.ELA-Literacy.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
CCSS.ELA-Literacy.L.2.3a Compare formal and informal uses of English	
Vocabulary Acquisition and Use	
CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	
CCSS.ELA-Literacy.L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.	E-1 Response to and Experience with Books
CCSS.ELA-Literacy.L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>).	
CCSS.ELA-Literacy.L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i>).	
CCSS.ELA-Literacy.L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>).	E-3 Blends Word Parts into One Word E-16 Segments Words into Word Parts E-20 Deletes Word Parts and Phonemes in Words
CCSS.ELA-Literacy.L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	
CCSS.ELA-Literacy.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.	
CCSS.ELA-Literacy.L.2.5a Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).	D-13 Knows Uses of Objects
CCSS.ELA-Literacy.L.2.5b Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>).	
CCSS.ELA-Literacy.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., <i>When other kids are happy that makes me happy</i>).	D-3 General Speech and Language Development

Common Core State Standards English Language Arts and Mathematics Grades K–2
 Correlated to BRIGANCE® Inventory of Early Development III (IED III)
 May 2013

Common Core State Standards – Kindergarten Mathematics	BRIGANCE® IED III Assessments
Counting & Cardinality	
Know number names and the count sequence.	
CCSS.Math.Content.K.CC.A.1 Count to 100 by ones and by tens.	F-2 Counts by Rote
CCSS.Math.Content.K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	F-10 Knows Missing Numerals in Sequences F-12 Writes Following and Preceding Numeral
CCSS.Math.Content.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).	F-7 Matches Quantities with Numerals F-11 Writes Numerals in Sequence F-12 Writes Following and Preceding Numeral F-13 Writes Numerals Dictated
Count to tell the number of objects.	
CCSS.Math.Content.K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	
CCSS.Math.Content.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.	F-1 Understands Number Concepts F-6 Recognizes Quantities F-7 Matches Quantities with Numerals
CCSS.Math.Content.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.	F-1 Understands Number Concepts F-6 Recognizes Quantities F-7 Matches Quantities with Numerals
CCSS.Math.Content.K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger.	F-1 Understands Number Concepts
CCSS.Math.Content.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.	F-1 Understands Number Concepts F-6 Recognizes Quantities F-7 Matches Quantities with Numerals
Compare numbers.	
CCSS.Math.Content.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.	F-3 Compares Different Amounts
CCSS.Math.Content.K.CC.C.7 Compare two numbers between 1 and 10 presented as written	

Common Core State Standards English Language Arts and Mathematics Grades K–2
 Correlated to BRIGANCE® Inventory of Early Development III (IED III)
 May 2013

Common Core State Standards – Kindergarten Mathematics	BRIGANCE® IED III Assessments
numerals.	
Operations & Algebraic Thinking	
Understand addition, and understand subtraction.	
CCSS.Math.Content.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.	F-15 Determines Total of Two Sets
CCSS.Math.Content.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.	F-14 Solves Word Problems
CCSS.Math.Content.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 $5 = 4 + 1$).	F-16a Knows Addition Facts
CCSS.Math.Content.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.	F-7 Matches Quantities with Numerals
CCSS.Math.Content.K.OA.A.5 Fluently add and subtract within 5.	F-16a Knows Addition Facts F-16b Adds Numbers F-17a Knows Subtraction Facts F-17b Subtracts Numbers
Number & Operations in Base Ten	
Work with numbers 11-19 to gain foundations for place value.	
CCSS.Math.Content.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.	
Measurement & Data	
Describe and compare measurable attributes.	
CCSS.Math.Content.K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	D-11 Understands Qualitative Concepts
CCSS.Math.Content.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.	D-11 Understands Qualitative Concepts F-3 Compares Different Amounts
Classify objects and count the number of objects in each category.	

Common Core State Standards English Language Arts and Mathematics Grades K–2
 Correlated to BRIGANCE® Inventory of Early Development III (IED III)
 May 2013

Common Core State Standards – Kindergarten Mathematics	BRIGANCE® IED III Assessments
CCSS.Math.Content.K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	C-1 General Eye/Finger/Hand Manipulative Skills F-5 Sorts Objects (by Size, Color, Shape) D-12 Classifies Objects into Categories
Geometry	
Identify and describe shapes.	
CCSS.Math.Content.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 <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .	D-3 General Speech and Language Development D-10 Understands Directional/Positional Concepts D-16 Uses Plural Nouns, -ing, and Prepositions F-4 Identifies Shapes
CCSS.Math.Content.K.G.A.2 Correctly name shapes regardless of their orientations or overall size.	F-4 Identifies Shapes
CCSS.Math.Content.K.G.A.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	
Analyze, compare, create, and compose shapes.	
CCSS.Math.Content.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).	
CCSS.Math.Content.K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	C-2 Builds Tower with Blocks C-4 Copies Forms C-6 Cuts with Scissors
CCSS.Math.Content.K.G.B.6 Compose simple shapes to form larger shapes.	C-2 Builds Tower with Blocks

Common Core State Standards English Language Arts and Mathematics Grades K–2
 Correlated to BRIGANCE® Inventory of Early Development III (IED III)
 May 2013

Common Core State Standards – Grade 1 Mathematics	BRIGANCE® IED III Assessments
Operations & Algebraic Thinking	
Represent and solve problems involving addition and subtraction.	
CCSS.Math.Content.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.	F-14 Solves Word Problems
CCSS.Math.Content.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.	
Understand and apply properties of operations and the relationship between addition and subtraction.	
CCSS.Math.Content.1.OA.B.3 Apply properties of operations as strategies to add and subtract.	F-14 Solves Word Problems F-15 Determines Total of Two Sets F-16a Knows Addition Facts F-17a Knows Subtraction Facts
CCSS.Math.Content.1.OA.B.4 Understand subtraction as an unknown-addend problem.	F-14 Solves Word Problems
Add and subtract within 20.	
CCSS.Math.Content.1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	F-1 Understands Number Concepts
CCSS.Math.Content.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 $6 + 6 + 1 = 12 + 1 = 13$).	F-14 Solves Word Problems F-15 Determines Total of Two Sets F-16a Knows Addition Facts F-16b Adds Numbers F-17a Knows Subtraction Facts F-17b Subtracts Numbers
Work with addition and subtraction equations.	
CCSS.Math.Content.1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.	F-16a Knows Addition Facts F-16b Adds Numbers F-17a Knows Subtraction Facts F-17b Subtracts Numbers
CCSS.Math.Content.1.OA.D.8 Determine the unknown whole number in an addition or subtraction	F-16a Knows Addition Facts

Common Core State Standards English Language Arts and Mathematics Grades K–2
 Correlated to BRIGANCE® Inventory of Early Development III (IED III)
 May 2013

Common Core State Standards – Grade 1 Mathematics	BRIGANCE® IED III Assessments
equation relating three whole numbers.	F-16b Adds Numbers F-17a Knows Subtraction Facts F-17b Subtracts Numbers
Number & Operations in Base Ten	
Extend the counting sequence.	
CCSS.Math.Content.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.	F-2 Counts by Rote F-10 Knows Missing Numerals in Sequences F-11 Writes Numerals in Sequence F-12 Writes Following and Preceding Numeral
Understand place value.	
CCSS.Math.Content.1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	
CCSS.Math.Content.1.NBT.B.2a 10 can be thought of as a bundle of ten ones — called a “ten.”	
CCSS.Math.Content.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.	
CCSS.Math.Content.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).	
CCSS.Math.Content.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 $<$.	
Use place value understanding and properties of operations to add and subtract.	
CCSS.Math.Content.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.	F-14 Solves Word Problems F-15 Determines Total of Two Sets F-16a Knows Addition Facts F-16b Adds Numbers F-17a Knows Subtraction Facts F-17b Subtracts Numbers
CCSS.Math.Content.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.	
CCSS.Math.Content.1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in	

Common Core State Standards English Language Arts and Mathematics Grades K–2
 Correlated to BRIGANCE® Inventory of Early Development III (IED III)
 May 2013

Common Core State Standards – Grade 1 Mathematics	BRIGANCE® IED III Assessments
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.	
Measurement & Data	
Measure lengths indirectly and by iterating length units.	
CCSS.Math.Content.1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	
CCSS.Math.Content.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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>	
Tell and write time.	
CCSS.Math.Content.1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.	F-19 Understands Time and Reads a Clock
Represent and interpret data.	
CCSS.Math.Content.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.	D-12 Classifies Objects into Categories F-5 Sorts Objects (by Size, Color, Shape) F-22 Distinguishes Between Living and Non-Living Thing F-23 Identifies Plants and Animal
Geometry	
Reason with shapes and their attributes.	
CCSS.Math.Content.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.	C-4 Copies Forms
CCSS.Math.Content.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.	C-2 Builds Tower with Blocks C-4 Copies Forms
CCSS.Math.Content.1.G.A.3 Partition circles and rectangles into two and four equal shares, describe	

Common Core State Standards English Language Arts and Mathematics Grades K–2
Correlated to BRIGANCE® Inventory of Early Development III (IED III)
May 2013

Common Core State Standards – Grade 1 Mathematics	BRIGANCE® IED III Assessments
the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	
Common Core State Standards – Grade 2 Mathematics	
Operations & Algebraic Thinking	
Represent and solve problems involving addition and subtraction.	
CCSS.Math.Content.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.	F-14 Solves Word Problems
Add and subtract within 20.	
CCSS.Math.Content.2.OA.B.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	F-14 Solves Word Problems F-15 Determines Total of Two Sets F-16a Knows Addition Facts F-16b Adds Numbers F-17a Knows Subtraction Facts F-17b Subtracts Numbers
Work with equal groups of objects to gain foundations for multiplication.	
CCSS.Math.Content.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.	
CCSS.Math.Content.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.	F-14 Solves Word Problems
Number & Operations in Base Ten	
Understand place value.	
CCSS.Math.Content.2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	

Common Core State Standards English Language Arts and Mathematics Grades K–2
Correlated to BRIGANCE® Inventory of Early Development III (IED III)
May 2013

Common Core State Standards – Grade 2 Mathematics	BRIGANCE® IED III Assessments
CCSS.Math.Content.2.NBT.A.1a 100 can be thought of as a bundle of ten tens — called a “hundred.”	
CCSS.Math.Content.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).	
CCSS.Math.Content.2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.	F-2 Counts by Rote F-10 Knows Missing Numerals in Sequences F-11 Writes Numerals in Sequence F-12 Writes Following and Preceding Numeral
CCSS.Math.Content.2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	F-9 Reads Numerals F-10 Knows Missing Numerals in Sequences F-11 Writes Numerals in Sequence F-12 Writes Following and Preceding Numeral F-13 Writes Numerals Dictated
CCSS.Math.Content.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.	
Use place value understanding and properties of operations to add and subtract.	
CCSS.Math.Content.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.	F-14 Solves Word Problems F-15 Determines Total of Two Sets F-16a Knows Addition Facts F-16b Adds Numbers F-17a Knows Subtraction Facts F-17b Subtracts Numbers
CCSS.Math.Content.2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.	F-14 Solves Word Problems F-16a Knows Addition Facts F-16b Adds Numbers
CCSS.Math.Content.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	F-14 Solves Word Problems F-15 Determines Total of Two Sets F-16a Knows Addition Facts

Common Core State Standards English Language Arts and Mathematics Grades K–2
 Correlated to BRIGANCE® Inventory of Early Development III (IED III)
 May 2013

Common Core State Standards – Grade 2 Mathematics	BRIGANCE® IED III Assessments
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.	F-16b Adds Numbers F-17a Knows Subtraction Facts F-17b Subtracts Numbers
CCSS.Math.Content.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.	
CCSS.Math.Content.2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.	
Measurement & Data	
Measure and estimate lengths in standard units.	
CCSS.Math.Content.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.	
CCSS.Math.Content.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.	
CCSS.Math.Content.2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.	
CCSS.Math.Content.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.	
Relate addition and subtraction to length.	
CCSS.Math.Content.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.	
CCSS.Math.Content.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.	
Work with time and money.	
CCSS.Math.Content.2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	F-19 Understands Time and Reads a Clock
CCSS.Math.Content.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?	
Represent and interpret data.	

Common Core State Standards English Language Arts and Mathematics Grades K–2
 Correlated to BRIGANCE® Inventory of Early Development III (IED III)
 May 2013

Common Core State Standards – Grade 2 Mathematics	BRIGANCE® IED III Assessments
CCSS.Math.Content.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.	
CCSS.Math.Content.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 using information presented in a bar graph.	
Geometry	
Reason with shapes and their attributes.	
CCSS.Math.Content.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. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	C-4 Copies Forms F-4 Identifies Shapes
CCSS.Math.Content.2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	
CCSS.Math.Content.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.	