

Kindergarten English/ Language Arts

Reading Standards for Literature

Common Core State Standards		Essence	Extended Common Core		Unpacking the Extended Standard
Key Ideas and Details		Identify details in stories	Key Ideas and Details		Key Ideas and Details
Cluster	<ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 		Cluster	<ol style="list-style-type: none"> 1. With prompting and support, answer questions about key details in a familiar story. 2. With prompting and support, identify key details in a familiar story. 3. With prompting and support, identify characters in a familiar story. 	Guidance
Craft and Structure		Recognize text structure	Craft and Structure		Craft and Structure
Cluster	<ol style="list-style-type: none"> 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 		Cluster	<ol style="list-style-type: none"> 4. With prompting and support, ask a reader about unknown words in a text. 5. Recognize familiar texts (e.g., storybooks, poems). 6. With prompting and support, identify the print as the part of the page to be read (e.g., <i>Show me where I start reading.</i>). 	Guidance

Concept: *Stories contain details that the reader must identify to answer questions.*

Skills: Answer questions, identify details, identify characters in a story.

Big Idea: Key information is explicitly stated in stories.

Essential Questions: What does the story tell me? Do I remember all of the important details? If I don't remember, what can I do? Who is in the story?

Concepts: *Print carries meaning and is stable over time.*

Skills: Ask questions about a text, recognize text, identify print in books.

Big Ideas: *We should understand the words we see and hear in books. A story never changes no matter how many times we read it. Reading involves reading words not just looking at pictures.*

Essential Questions: What do the words that we are hearing mean? Does this text look or sound like one we have read before? What part of the book are we supposed to read?

Integration of Knowledge and Ideas		Relate ideas within and across text	Integration of Knowledge and Ideas		Integration of Knowledge and Ideas	
Cluster	<p>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).</p> <p>8. (Not applicable to literature)</p> <p>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>		Cluster	<p>7. With prompting and support, match illustrations with parts of familiar stories.</p> <p>8. (Not applicable to literature)</p> <p>9. With prompting and support, match similar experiences of characters in familiar stories (e.g., both eating, both going to a store).</p>	Guidance	<p>Concepts: <i>The same ideas appear across words, pictures, and characters.</i></p> <p>Skills: Match illustrations with text, text with topic, and text on the same topic.</p> <p>Big Ideas: Authors express ideas through words and pictures. Characters in different books can have similar experiences.</p> <p>Essential Questions: Which illustration goes with this part of the story? What other character is having an experience like this other character?</p>
Range of Reading and Level of Text Complexity		Engage actively with text	Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity	
Cluster	<p>10. Actively engage in group reading activities with purpose and understanding.</p>		Cluster	<p>10. Actively engage in group reading activities for a clearly stated purpose (e.g., <i>Listen while I read so you can tell me your favorite part</i>).</p>	Guidance	<p>Concepts: <i>Listening is an active process.</i></p> <p>Skills: Listen to a book for a purpose.</p> <p>Big Ideas: Engaging during group reading requires thinking and communicating.</p> <p>Essential Questions: What is our purpose for listening? How do we communicate our thinking with others?</p>

Kindergarten English/ Language Arts
Reading Standards for Informational Text

Common Core State Standards		Essence	Extended Common Core		Unpacking the Extended Standard
Key Ideas and Details		Identify details in text	Key Ideas and Details		Key Ideas and Details
Cluster	1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		Cluster	1. With prompting and support, answer questions about key details in a familiar text. 2. With prompting and support, identify key details in familiar text. 3. With prompting and support, identify individuals, events or ideas in a familiar text.	Concept: <i>Texts contain details that the reader must remember to answer questions..</i> Skills: Answer questions, identify information in a text Big Idea: Finding details and remembering them is important in reading and listening. Essential Questions: What does the author tell us? Do we remember all of the important details?
Craft and Structure		Recognize text structure	Craft and Structure		Craft and Structure
Cluster	4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		Cluster	4. With prompting and support, ask a reader about unknown words in a text. 5. Identify the front cover of the book. 6. With prompting and support, identify the print as the part of the page to be read (e.g., <i>Show me where I start reading.</i>).	Concepts: <i>Print carries meaning and is stable over time.</i> Skills: Ask questions about a text, recognize text, identify print Big Ideas: <i>We should understand the words we see and hear in books. A text never changes no matter how many times we read it. Reading involves reading words not just looking at pictures.</i> Essential Questions: What do the words that we are hearing mean? Does this text look or sound like one we have read before? Where are the words we should read?

Integration of Knowledge and Ideas		Relate ideas within and across text	Integration of Knowledge and Ideas		Integration of Knowledge and Ideas	
Cluster	<p>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).</p> <p>8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>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).</p>		Cluster	<p>7. With prompting and support, match illustrations with parts of familiar text.</p> <p>8. With prompting and support, match key information from the text with the topic of the same text (e.g., in a text about trees, match words and pictures of leaves, trunk, and branch to a picture of a tree).</p> <p>9. With prompting and support, match similar parts of two texts on the same topic (e.g., match illustrations that show similar objects or items; match steps in directions).</p>	Guidance	<p>Concepts: <i>The same ideas appear across words, illustrations and texts.</i></p> <p>Skills: Match illustrations with text, text with topic, and text on the same topic.</p> <p>Big Ideas: Authors express ideas through words and illustrations. One topic or idea can appear in many texts.</p> <p>Essential Questions: How do the illustrations go with text? How is the text like other texts we know? Where have we seen or heard this information before?</p>
Range of Reading and Level of Text Complexity		Engage actively with text	Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity	
Cluster	<p>10. Actively engage in group reading activities with purpose and understanding.</p>		Cluster	<p>10. Actively engage in group reading activities for a clearly stated purpose (e.g., <i>Listen to the story so you can tell me who the main characters are</i>).</p>	Guidance	<p>Concepts: <i>Listening is an active process.</i></p> <p>Skills: Listen to a text for a purpose.</p> <p>Big Ideas: Engaging during group reading requires thinking and communicating.</p> <p>Essential Questions: What is our purpose for listening? How do we communicate our thinking with others?</p>

**Kindergarten English/ Language Arts
Reading Standards Foundational Skills**

Common Core State Standards		Essence	Extended Common Core		Unpacking the Extended Standard	
Print Concepts			Print Concepts		Print Concepts	
Cluster	<p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>Understand concept of print, words and letters</p>	Cluster	<p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Understand that books are read one page at a time from beginning to end.</p> <p>b. Understand that print is written left to right.</p> <p>c. Understand that print is written top to bottom.</p> <p>d. Recognize and name 14 or more uppercase letters of the alphabet in context.</p> <p>e. Recognize and name 4 or more lowercase letters of the alphabet in context.</p>	Guidance	<p>Concept: <i>Letters, words, and whole texts have consistent features.</i></p> <p>Skills: Turn pages or advance through text; Point or advance through words one-at-a-time, left to right. Top to bottom; Recognize and name.</p> <p>Big Idea: Each letter has a different name, shape and orientation. The words in books and other texts are written from left-to-right, top-to-bottom, from one page to the next.</p> <p>Essential Questions: How do we know which word to read next? How can I remember the name of this letter?</p>

Phonological Awareness		Phonological Awareness		Phonological Awareness	
Cluster	<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. 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/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	Recognize sounds in spoken words	Cluster	<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize spoken rhyming words.</p> <p>b. Recognize the number of syllables in spoken words (e.g., clap or tap to indicate syllables spoken by an adult).</p> <p>c. Recognize single syllable spoken words with the same onset (beginning sound).</p>	Guidance
	<p>Concept: <i>Words have sounds and sound sequences that can be compared.</i></p> <p>Skills: Identify sounds in words; comparing sounds in words; identify syllables in words.</p> <p>Big Idea: The sounds and syllables in words can be identified, isolated, and compared.</p> <p>Essential Questions: What sound do we hear at the beginning of the word? How many parts do we hear in the word? Which words have the same ending?</p>				

Phonics and Word Recognition		Use letter name and letter-sound knowledge	Phonics and Word Recognition		Phonics and Word Recognition	
Cluster	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>		Cluster	<p>3. Apply letter name and letter-sound knowledge when decoding words.</p> <p>a. Recognize own name in print.</p> <p>b. Recognize other written words that begin with the same letter as own name.</p> <p>c. Identify written words that start with the same letter in own name.</p> <p>d. Recognize sound of first letter in own name.</p> <p>e. Recognize other words that begin with the same sound as own name.</p>	Guidance	<p>Concept: <i>The letters/sounds in own name are always the same, but they can appear in other words.</i></p> <p>Skills: Identify name; identify first letter/sound in name; identify other words with same first letter/sound as name.</p> <p>Big Idea: Identifying own name and its letters/sounds supports the identification of those letters/sounds in other words.</p> <p>Essential Questions: Where is my name? What are the letters in my name? What other words start like my name?</p>
Fluency		Engage independently with books	Fluency		Fluency	
Cluster	<p>4. Read emergent-reader texts with purpose and understanding.</p>		Cluster	<p>4. Engage in independent study of books (e.g., studies book pages one page at a time).</p>	Guidance	<p>Concept: Books can be read.</p> <p>Skills: Turn pages or advance through the book; inspecting or studying individual pages; sustained attention through the book.</p> <p>Big Idea: Independently exploring books helps children learn about the features of books.</p> <p>Essential Questions: How do we see what happens next? How do we find our favorite parts? What do we do when we find a part we like?</p>

* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

**Kindergarten English/ Language Arts
Writing Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
Text Types and Purposes		Text Types and Purposes	Text Types and Purposes
<p align="center">Cluster</p> <ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). 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. 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. 	<p align="center">Write about a self-selected topic</p>	<p align="center">Cluster</p> <ol style="list-style-type: none"> 1. Select a book and use drawing, dictating, or writing* to state an opinion about it. 2. Select a topic and use drawing, dictating, or writing* to compose a message about the topic. 3. Select an event and use drawing, dictating, or writing* to compose a message about the event. 	<p align="center">Guidance</p> <p>Concept: Opinions and ideas can be written down.</p> <p>Skills: Choosing a book, topic, or event; Drawing, dictating or writing.</p> <p>Big Idea: Self-selecting topics tap background knowledge and experience making it easier to form opinions and ideas to draw, dictate, or write about.</p> <p>Essential Questions: What do I think about this book? What do I have to say about this topic? How can I share my opinions and ideas?</p>

Production and Distribution of Writing			Production and Distribution of Writing		Production and Distribution of Writing
Cluster	<p>4. (Begins in grade 3)</p> <p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	Revise and publish own writing	Cluster	<p>4. (Begins in grade 3)</p> <p>5. With guidance and support from adults, add more information to own written message to strengthen it.</p> <p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Concept: Writing more information and using digital tools can improve the quality of written messages.</p> <p>Skills: Communicate multiple ideas; explore digital tools; work with others; add more to what has already been written.</p> <p>Big Idea: Writing can be improved by adding more information and using digital tools to support production and publication.</p> <p>Essential Questions: What else do I have to say about this topic? How does this digital tool work? How can I produce and publish writing with this tool?</p>

Research to Build and Present Knowledge		Recall information for writing	Research to Build and Present Knowledge		Research to Build and Present Knowledge	
Cluster	<p>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>9. (Begins in grade 4)</p>		Cluster	<p>7. Participate in shared writing about:</p> <p>a. familiar topics.</p> <p>b. topics introduced through books and other classroom activities (e.g., writing as a group about a unit, field trip, or other shared experiences).</p> <p>8. With guidance and support from adults, identify information, objects, or events that relate to own experiences.</p> <p>9. (Begins in grade 4)</p>	Guidance	<p>Concept: <i>Familiar experiences serve as an important source of information for writing.</i></p> <p>Skills: Recall information from familiar topics, books and activities; Relate information, objects or events to own experience.</p> <p>Big Idea: Information recalled or identified from familiar topics, activities, and experiences can be recorded through shared writing.</p> <p>Essential Questions: What do we remember about this book/activity? What do we know about this? When have we seen something like this before? When have we done something like this before? What should we write about it? How do we write it?</p>
Range of Writing			Range of Writing		Range of Writing	
Cluster	10. (Begins in grade 3)		Cluster	10. (Begins in grade 3)	Guidance	

*All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.

**Kindergarten English/ Language Arts
Speaking and Listening Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
Comprehension and Collaboration		Comprehension and Collaboration	Comprehension and Collaboration
<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p style="padding-left: 20px;">a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p style="padding-left: 20px;">b. Continue a conversation through multiple exchanges.</p> <p>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.</p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Communicate purposefully</p>	<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>1. Participate in communicative exchanges:</p> <p style="padding-left: 20px;">a. Participate in multiple exchanges with adult communication partners.</p> <p style="padding-left: 20px;">b. Communicate directly with peers.</p> <p>2. Answer questions about key details from books read aloud by others or presented through other media.</p> <p>3. Ask for help when needed.</p>	<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);">Guidance</p> <p>Concept: <i>Communication occurs between two or more people for a variety of purposes..</i></p> <p>Skills: Use communicative behaviors to convey message, use language to convey message, answer questions, ask for help</p> <p>Big Idea: Communicative behaviors and language are used to exchange information and interact socially with others.</p> <p>Essential Questions: Who do I want to talk to? What do I want to say? What else do I want to say? What do I know about this book? What word (s) answers the question? What do I do if I don't remember? How can I ask for help?</p>

Presentation of Knowledge and Ideas		Presentation of Knowledge and Ideas		Presentation of Knowledge and Ideas		
Cluster	<p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	Communicate descriptively	Cluster	<p>4. Identify familiar people, places, things, and events.</p> <p>5. Select or create pictures, drawings, or other visual or tactual displays that represent familiar people, places, things, or events.</p> <p>6. Communicate thoughts, feelings, and ideas.</p>	Guidance	<p>Concept: <i>Things you know, think and feel can be communicated through language and representations.</i></p> <p>Skills: Identify familiar people, places, things, events, make choices, create representations, use language to communicate</p> <p>Big Idea: Language and representations can be used to tell others what you are thinking.</p> <p>Essential Questions: Is this person someone I know? What do I know about them? Can I pick a picture or draw something that tells about the person? (e.g., That's Mommy. Mommy drives a van. I pick a picture of a van.) Do I know where we are going? Have I been there before? Do I know what that is? Have I done this before? What do I want to show others about that? How can I say what I am thinking or feeling?</p>

**Kindergarten English/ Language Arts
Language Standards**

Common Core State Standards		Essence	Extended Common Core		Unpacking the Extended Standard
Conventions of Standard English			Conventions of Standard English		Conventions of Standard English
Cluster	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs</i>; <i>wish, wishes</i>). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences in shared language activities. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	Communicate conventionally	Cluster	<p>1. Demonstrate understandings of standard English grammar usage when communicating.</p> <ul style="list-style-type: none"> a. Use frequently occurring nouns and verbs. b. Understand question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). c. Link two or more words together in own communication. 	<p>Concept: <i>Different words have different meanings and uses.</i></p> <p>Skills: Use nouns and verbs, understand question words, combine two or more words to communicate</p> <p>Big Idea: Communication involves the understanding and use of a variety of words that can be combined.</p> <p>Essential Questions: What am I being asked? What is the name of that person, place or thing? What do you call that action? What words can I use together?</p>
	Guidance				

	<p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of letter-sound relationships.</p>			
Knowledge of Language			Knowledge of Language	Knowledge of Language
Cluster	3.. (Begins in grade 2)		Cluster	3. (Begins in grade 2)
Vocabulary Acquisition and Use			Vocabulary Acquisition and Use	Vocabulary Acquisition and Use
	4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .			Guidance
			4. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.	Concept: <i>Vocabulary is learned through exploration and use across contexts.</i>

Cluster	<p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>b. 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.</p> <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p>	Acquire and use vocabulary	Cluster	<p>5. With guidance and support from adults, explore word relationships.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of simple opposites (e.g., hot/cold; day/night, big/little).</p> <p>6. Use words appropriately across context.</p>	Guidance	<p>Skills: Identify and use content specific vocabulary, explore word relationships with an adult, use words across context</p> <p>Big Idea: Words are related to each other and the context in which they are used.</p> <p>Essential Questions: What word do I need to use? Have I learned a word that would help me here? How are these words the same and different? Have I heard this word before? What do I know about this word?</p>
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**1st Grade English/ Language Arts
Reading Standards for Literature**

Common Core State Standards		Essence	Extended Common Core		Unpacking the Extended Standard
Key Ideas and Details		Understand story details	Key Ideas and Details		Key Ideas and Details
Cluster	<ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details. 		Cluster	<ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a story. 2. With prompting and support, identify key details in a story. 3. With prompting and support, identify characters in a story. 	Guidance
Craft and Structure		Identify characteristics of text	Craft and Structure		Craft and Structure
Cluster	<ol style="list-style-type: none"> 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 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. 6. Identify who is telling the story at various points in a text. 		Cluster	<ol style="list-style-type: none"> 4. With pre-teaching and support, identify emotion words or phrases that suggest emotions in stories or poems. 5. Identify stories and information texts on the same topic (e.g., a story about a bunny and an information book about rabbits). 6. Identify which character is telling the story. 	Guidance

			<p>Essential Questions: Which words tell me how the characters feel? Does this book give me information or tell a story? Who is telling the story?</p>
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
<p>7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast the adventures and experiences of characters in stories.</p>	<p>Describe story characters or events.</p>	<p>7. With prompting and support, identify illustrations or details to describe characters or events in a story.</p> <p>8. (Not applicable to literature)</p> <p>9. With prompting and support, identify experiences of characters in familiar stories as same or different (e.g., both characters are shopping, one goes to grocery store and the other goes to a pet store).</p>	<p>Concepts: <i>Words and/or pictures can describe different characters and their experiences or story events.</i></p> <p>Skills: Identify pictures that illustrate what is in the text. Identify details that describe characters and events. State whether experiences of characters are some or different.</p> <p>Big Ideas: Authors describe characters and events through words and pictures. Characters can have many different types of experiences. Reading requires the reader to remember information.</p> <p>Essential Questions: Which words or pictures tell me about this character? Are these characters doing the same thing? Are these characters thinking or feeling the same thing?</p>
Cluster		Cluster	Guidance

Range of Reading and Level of Text Complexity			Range of Reading and Level of Text Complexity			Range of Reading and Level of Text Complexity	
Cluster	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Engage actively with text	Cluster	10. Actively engage in group reading of prose and poetry for a clearly stated purpose (e.g., <i>Listen while I read so you can tell me what the characters did that was the same</i>).	Guidance	<p>Concepts: <i>Listening is an active process.</i></p> <p>Skills: Listen for a purpose.</p> <p>Big Ideas: Engaging during group reading requires thinking and communicating.</p> <p>Essential Questions: What is our purpose for listening? How do we communicate our thinking with others?</p>	

1st Grade English/ Language Arts
Reading Standards for Informational Text

Common Core State Standards		Essence	Extended Common Core		Unpacking the Extended Standard
Key Ideas and Details		Use details in text	Key Ideas and Details		Key Ideas and Details
Cluster	1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.		Cluster	1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify key details related to the topic of the text. 3. With prompting and support, identify words that describe individuals, events or ideas in a text (e.g., <i>Which of these words describe the...?</i>).	<p>Concept: <i>Texts contain details that the reader must remember to ask and answer questions or use to describe individuals, events or ideas.</i></p> <p>Skills: Answer questions, identify details, identify characters, ask questions, choose words that describe story elements within context.</p> <p>Big Idea: Key information is explicitly stated in texts. Readers must remember information. Words can describe individuals, events and ideas.</p> <p>Essential Questions: What does the text tell us? Do we remember all of the important details? If we don't remember, what can we do? What words can I use to describe an individual, event or idea?</p>
Craft and Structure		Recognize text structure	Craft and Structure		Craft and Structure
Cluster	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 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.		Cluster	4. With prompting and support, ask a reader to clarify the meaning of words in a text. 5. With prompting and support, locate key facts or information in a text.	<p>Concept: <i>Words and illustrations provide meaning and information in texts.</i></p> <p>Skills: Locate facts or information, ask for clarification, match illustrations with information in a text.</p>

Clust	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Clust	6. Match illustrations or pictures with information provided in a text.	Gui	<p>Big Idea: Readers need to understand the words and illustration to make meaning from text.</p> <p>Essential Questions: Do I understand the words? How do I ask if I don't understand? Where is that key fact in this text? What picture goes with this information?</p>
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas		Integration of Knowledge and Ideas	
Cluster	<p>7. Use the illustrations and details in a text to describe its key ideas.</p> <p>8. Identify the reasons an author gives to support points in a text.</p> <p>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	Cluster	<p>7. With prompting and support, match illustrations or details in a text with its key ideas.</p> <p>8. Match key information from the text with the topic of the same text.</p> <p>9. Match similar parts of two texts on the same topic (e.g., match illustrations that show similar objects or items; match steps in directions).</p>	Guidance	<p>Concepts: <i>The topic and key ideas of a text are conveyed by illustrations, details and other information.</i></p> <p>Skills: Match pictures and illustrations with key ideas in the text. Match key ideas with the topic of a text. Match similar information from two texts on the same topic.</p> <p>Big Ideas: Readers pay attention to illustrations, details and other information to figure out what the text is about and what is important.</p> <p>Essential Questions: Which details or pictures go with these key ideas? What key information goes with this topic? What information in these two topics is the same?</p>
		Relate ideas within and across text			

Range of Reading and Level of Text Complexity			Range of Reading and Level of Text Complexity			Range of Reading and Level of Text Complexity	
Cluster	10. With prompting and support, read informational texts appropriately complex for grade 1.	Engage actively with text	Cluster	10. Actively engage in group reading of informational text for a clearly stated purpose (e.g., Listen while I read so you can tell me who this text is about.).	Guidance	Concepts: <i>Listening is an active process.</i>	
						Skills: Listen to a text for a purpose.	Big Ideas: Engaging during group reading requires thinking and communicating.
1st Grade English/ Language Arts							
Foundational Skills							
Common Core State Standards		Essence	Extended Common Core			Unpacking the Extended Standard	
Print Concepts			Print Concepts			Print Concepts	
Cluster	1. Demonstrate understanding of the organization and basic features of print.	Understand concept of print, words and letters	Cluster	1. Demonstrate understanding of the organization and basic features of print.	Guidance	Concept: <i>Letters and words can be distinguished in texts.</i>	
	a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).			a. Distinguish an individual word within a sentence (e.g., When given a sentence can point to or otherwise indicate a single word when asked, "Show me just one word.")		Skills: Demonstrate understanding of concept of word. Recognize and name all letters.	
				b. Understand one-to-one correspondence between spoken word and written word (e.g., point to word one at a time while adult reads).		Big Idea: Each letter has a different name, shape and orientation. Sentences are made up of words. Each written word corresponds with a spoken word.	

			<p>c. Recognize and name all uppercase letters of the alphabet in context.</p> <p>d. Recognize and name all lowercase letters of the alphabet in context.</p>	<p>Essential Questions: How do I know where one word ends and the next word begins? What lower case letter goes with this upper case letter? How can I remember the name of this letter?</p>	
Phonological Awareness		Phonological Awareness		Phonological Awareness	
Cluster	<p>1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	Recognize sounds in spoken words	Cluster	<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Match orally presented segmented phonemes (e.g., C-A-T) to pictures illustrating the corresponding word.</p> <p>b. Recognize single syllable words with the same ending sound.</p>	Guidance
				<p>Concept: <i>Words are made up of sounds.</i></p> <p>Skills: Blending orally presented phonemes. Segment the ending sound on a single syllable word. Match ending sounds on two words.</p> <p>Big Idea: Individual sounds in words can be blended. Ending sounds can be segmented.</p> <p>Essential Questions: What word do I get when I blend these sounds? What sound do I hear at the end of the word?</p>	

Phonics and Word Recognition		Phonics and Word Recognition		Phonics and Word Recognition		
Cluster	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	Use letter name and letter-sound knowledge	Cluster	<p>3. With prompting and support, read words and apply letter-sound knowledge to read words.</p> <p>a. In context, identify 4 or more letter-sound associations.</p> <p>b. Identify written words that begin with single consonant phonemes produced by an adult.</p> <p>c. Identify written words associated with familiar pictures and symbols used to support routines, schedules and communication.</p>	Guidance	<p>Concept: <i>Sounds and meaning support word identification.</i></p> <p>Skills: Identify 4 or more letter-sound associations; Identify written words that begin with spoken single consonant phonemes; Identify written words associated with familiar pictures and symbols.</p> <p>Big Idea: Written words are meaningful, letters have sounds, and different words can have the same beginning sound.</p> <p>Essential Questions: What sound does this letter make? Which word starts with that sound? Which word goes with this picture or symbol?</p>

Fluency			Fluency			Fluency	
Cluster	<p>1. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	Engage independently with books	Cluster	<p>4. Engage in sustained independent study of books (e.g., carefully studies a book page one page at a time).</p> <p>a. Independently turn pages or navigate pages in a multi-media book, pausing long enough to consider both words and pictures.</p> <p>b. Sustain interest in a variety of reading materials reflecting a variety of text genre.</p>	Guidance	<p>Concept: <i>Books can be studied.</i></p> <p>Skills: Independently turn pages in a book or navigate pages in a multi-media book; Attend to words and pictures in a text for an extended period of time.</p> <p>Big Idea: Reading books involves attending to the words and pictures in a text.</p> <p>Essential Questions: Have I checked out everything on this page? Am I ready to go to the next page?</p>	

* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

**1st Grade English/ Language Arts
Writing Standards**

Common Core State Standards		Essence	Extended Common Core		Unpacking the Extended Standard	
Text Types and Purposes			Text Types and Purposes		Text Types and Purposes	
Cluster	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Write about a self-selected topic	Cluster	1. Select a topic and use drawing, dictating, or writing* to state an opinion about it.	Guidance	Concept: <i>There are many reasons to write.</i>
	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.			2. Select a topic and use drawing, dictating, or writing* to compose a message with one or more ideas about the topic.		Skills: Select a topic or event; Compose a message; state an opinion;
	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.			3. Select an event and use drawing, dictating, or writing* to compose a message with one or more ideas about the event.		Big Idea: Drawing, dictating, and writing* are ways to compose a message. Essential Questions: What should I write about? What do I want to write about it? What do I want to dictate for someone else to write about it? What do I want to draw about it?

Production and Distribution of Writing			Production and Distribution of Writing	Production and Distribution of Writing
Cluster	<p>4. (Begins in grade 3)</p> <p>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.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	Revise and publish own writing	Cluster	<p>4. (Begins in grade 3)</p> <p>5. With guidance and support from adults, add more information to own written message to strengthen it.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
	Research to Build and Present Knowledge			Research to Build and Present Knowledge
	<p>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).</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	Recall knowledge and experiences	Guidance	<p>Concept: Writing more information and using digital tools can improve the quality of written messages.</p> <p>Skills: Communicate multiple ideas; explore digital tools; work with others; add more to what has already been written.</p> <p>Big Idea: Writing can be improved by adding more information and using digital tools to support production and publication.</p> <p>Essential Questions: What else do I have to say about this topic? How does this digital tool work? How can I produce and publish writing with this tool?</p>
				<p>7. Participate in shared writing about:</p> <p>a. familiar topics.</p>

Cluster	9. (Begins in grade 4)	Cluster	b. topics introduced through books and other classroom activities (e.g., writing as a group about a unit, field trip, or other shared experiences).	Guidar	Big Idea: Information recalled or identified from familiar topics, activities, and experiences can be recorded through shared writing.
Cluster	9. (Begins in grade 4)	Cluster	8. With guidance and support from adults, identify information for use in shared writing, objects, or events that relate to own experiences.	Guidar	Essential Questions: What do we remember about this book/activity? What do we know about this? When have we seen something like this before? When have we done something like this before? What should we write about it? How do we write it?
Cluster	9. (Begins in grade 4)	Cluster	9. (Begins in grade 4)	Guidar	
Range of Writing		Range of Writing		Range of Writing	
Cluster	10. (Begins in grade 3)	Cluster	10. (Begins in grade 3)	Guidance	

**All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.*

**1st Grade English/ Language Arts
Speaking and Listening Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
Comprehension and Collaboration		Comprehension and Collaboration	Comprehension and Collaboration
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p style="text-align: center;">Communicate purposefully</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>1. Participate in communicative exchanges.</p> <p>a. Communicate directly with peers in multi-turn exchanges.</p> <p>b. Build on comments or topics initiated by adult communication partners in multi-turn exchanges.</p> <p>2. Answer questions about key details from books read aloud by others or presented through other media.</p> <p>3. Answer questions posed by adult communication partners.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Guidance</p> <p>Concept: <i>Communication occurs between two or more people for a variety of purposes..</i></p> <p>Skills: Use communicative behaviors to convey message, use language to convey message, answer questions, contribute to an established topic or comment</p> <p>Big Idea: Communicative behaviors and language are used to exchange information, expand on ideas or topics and interact socially with others.</p> <p>Essential Questions: Who do I want to talk to? What do I want to say? What else do I want to say? What do I know about this book? What word(s) answers the question? What do I do if I don't remember?</p>

<p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>			
<p>Presentation of Knowledge and Ideas</p>		<p>Presentation of Knowledge and Ideas</p>	<p>Presentation of Knowledge and Ideas</p>
<p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">uster</p>	<p>Communicate descriptively</p>	<p>4. Identify words that describe familiar people, places, things, and events.</p> <p>5. Select or create pictures, drawings, or other visual or tactual displays that represent ideas, thoughts, or feelings.</p> <p>6. Provide more information regarding thoughts, feelings, and ideas when appropriate.</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">uster</p>	<p>Concept: <i>Things you know, think and feel can be communicated through language and representations.</i></p> <p>Skills: Identify words that describe familiar people, places, things, events, make choices, create representations, use language to communicate, identify when there is a need to provide more information, provide more information</p> <p>Big Idea: Language and representations can be used to tell others what you are thinking.</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">uidance</p>

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Essential Questions: What do I know about this person? Which word can I use to describe that person? Can I pick a picture or draw something that tells about the person? (e.g., That's Mommy. Mommy drives a van. I pick a picture of a van.) Which words describe the place where I am going? Which words describe what that is? Which words describe this activity? What do I want to show others about that? How can I say what I am thinking or feeling? Do I need to say more about what I am thinking or feeling?

**1st Grade English/ Language Arts
Language Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
Conventions of Standard English		Conventions of Standard English	Conventions of Standard English
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops</i> ; <i>We hop</i>).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</p>		<p>1. Demonstrate understandings of standard English grammar usage when communicating.</p> <p>a. Write* 14 or more upper-case letters of the alphabet.</p> <p>b. Use common nouns.</p> <p>c. Produce noun + verb or verb + noun combinations.</p> <p>d. Use question words (interrogatives) (e.g., who, what, where, when, why, how).</p>	<p>Concept: <i>Words in communication can be combined or written.</i></p> <p>Skills: Use nouns, use question words, combine nouns and verbs to communicate, write* 14 or more upper-case letters, use letter-sound knowledge to spell words phonetically.</p> <p>Big Idea: Communication involves the use of a variety of words that can be combined and can be written using letter and letter-sound knowledge.</p> <p>Essential Questions: What sounds do I hear in the word I want to write? How do I write that letter? What do I call that person, place or thing? What do I want to ask? What do I want to do? (go store) What do I want that person to do? (mommy go) What is it doing? (bus go)</p>

Cluster

- e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
 - f. Use frequently occurring adjectives.
 - g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
 - h. Use determiners (e.g., articles, demonstratives).
 - i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
 - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize dates and names of people.
 - b. Use end punctuation for sentences.
 - c. Use commas in dates and to separate single words in a series.

Communicate conventionally

Cluster

2. With guidance and support from adults, explore letter-sound knowledge to spell words phonetically.

Guidance

	<p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>		
Knowledge of Language		Knowledge of Language	
Cluster	3. (Begins in grade 2)	Cluster	3. (Begins in grade 2)
Vocabulary Acquisition and Use		Vocabulary Acquisition and Use	
	<p>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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p>		<p>4. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.</p> <p>a. Use context to choose from an array of familiar words the word that completes a sentence read aloud by an adult.</p> <p>5. With guidance and support from adults, explore word relationships.</p>
		Guidance	<p>3. (Begins in grade 2)</p> <p>Concept: <i>Words and their relationships are learned through exploration and use across contexts.</i></p> <p>Skills: Working with an adult: Identify and use content specific vocabulary, determine the meaning of words within context, explore word attributes and relationships. Independently: Use words across contexts, use phrases across contexts.</p> <p>Big Idea: Words are related to each other and the context in which they are used.</p>

Cluster

c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.

Acquire and Use Vocabulary

Cluster

a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

b. Identify attributes of familiar words (e.g., elephant is big; apple is red; dad is tall).

c. Demonstrate understanding of simple opposites (e.g., hot/cold; day/night, big/little).

d. Identify real-life connections between words and their use (e.g., hot, the stove is hot).

6. Use words and phrases appropriately across context.

Guidance

Essential Questions: What word do I need to use? Have I heard this word before? What word do I know that makes sense here? How are these words the same and different? What do I know about this word? How can I use this word to communicate? What words can I put together to communicate?

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 named my hamster Nibblet because she nibbles too much because she likes that*).

**2nd Grade English/ Language Arts
Reading Standards for Literature**

Common Core State Standards		Essence	Extended Common Core		Unpacking the Extended Standard
Key Ideas and Details			Key Ideas and Details		Key Ideas and Details
Cluster	1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 3. Describe how characters in a story respond to major events and challenges.		Cluster	1. Answer such questions as who, what, and where to demonstrate understanding of key details in text. 2. Listen to stories, including fables and folktales from diverse cultures, and identify one or more ways that the story relates to or connects with self (e.g., <i>Are you more like the tortoise or the hare?</i>). 3. Identify words that describe the characters in a story.	<p>Concept: <i>Key details in a story, including descriptions of the characters, must be remembered to answer questions and make connections.</i></p> <p>Skills: Answer questions about key details, identify personal connections, describe characters.</p> <p>Big Idea: It is important to understand and remember key details in a story.</p> <p>Essential Questions: What does the story tell me? Do I remember all of the important details? If I don't remember, what can I do? Who is in the story? How is this story like something I know? What words do I need to describe that character?</p>
Craft and Structure			Craft and Structure		Craft and Structure
Cluster	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		Cluster	4. Identify words to complete lines of stories, poems, or songs with rhyme, rhythm, and repetition. 5. Sequence three parts of a story representing the beginning, middle and end. 6. Identify which character is speaking in appropriate parts of familiar stories (e.g., Who is saying, <i>I'll huff and I'll puff and I'll blow your house down?</i>).	<p>Concept: <i>Texts have parts which are predictable and orderly.</i></p> <p>Skills: Choose appropriate words to complete lines of poems, stories or songs. Sequence beginning, middle and end. Connect characters with dialog.</p> <p>Big Idea: Readers use the parts of a text to understand it.</p>

			<p>Essential Questions: What rhyming word do I need to finish this line? What have I already heard that fits here? When should I say it again? What happened first? What happened next? What happened last? Who said that?</p>
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas	
Cluster	<p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	Cluster	<p>7. Identify illustrations or words in a print or digital text that describe or show the characters.</p> <p>8. (Not applicable to literature)</p> <p>9. Identify two or more books by the same author and/or illustrator.</p>
	Use text and illustrations to support understanding		Guidance

Range of Reading and Level of Text Complexity			Range of Reading and Level of Text Complexity			Range of Reading and Level of Text Complexity	
Cluster	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.	Engage actively with text	Cluster	10. Actively engage in group reading of stories and poetry for a clearly stated purpose (e.g., <i>Listen while I read so you can tell me words that describe the main character</i>).	Guidance	<p>Concepts: <i>Listening and shared reading are active processes.</i></p> <p>Skills: Listen for a purpose. Remember the purpose. Communicate response to purpose.</p> <p>Big Ideas: Engaging during group reading requires thinking and communicating.</p> <p>Essential Questions: Why should I listen to the story or poem? How do I communicate my thinking with others?</p>	

2nd Grade English/ Language Arts
Reading Standards for Informational Text

Common Core State Standards		Essence	Extended Common Core		Unpacking the Extended Standard
Key Ideas and Details		Use details and key ideas	Key Ideas and Details		Key Ideas and Details
Cluster	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		Cluster	1. Answer such questions as who, what, and where to demonstrate understanding of key details in a text. 2. Listen to text to identify the topic of a text or a portion of the text (e.g., “Which word best tells what this book is about?”) 3. Listen to written procedures or directions to identify what to do first and next.	Guidance
Craft and Structure		Use features of text to increase	Craft and Structure		Craft and Structure
Cluster	4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 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.		Cluster	4. Identify words that relate to the topic of a text (e.g., “Which words are about frogs?”). 5. Locate key facts or information in a familiar text.	Guidance

Clus	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	understanding	Clus	6. Identify the topic of a text.	Gui	<p>Big Idea: Words within a text describe the topic and provide key facts and information</p> <p>Essential Questions: Do I understand the words? How do I ask if I don't understand? Which words help me talk about the topic? Where are the key facts in the text? What information is important? What is the topic?</p>
Integration of Knowledge and Ideas			Integration of Knowledge and Ideas		Integration of Knowledge and Ideas	
Cluster	<p>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>8. Describe how reasons support specific points the author makes in a text.</p> <p>9. Compare and contrast the most important points presented by two texts on the same topic.</p>	Use text and images to support understanding	Cluster	<p>7. Identify images (e.g., pictures and illustrations) that relate to a text.</p> <p>8. Identify specific points an author makes in a text (e.g., <i>Listen to tell me which of these sentences were in the text</i>).</p> <p>9. Identify two texts on the same topic.</p>	Guidance	<p>Concepts: There are many ways of conveying information in texts.</p> <p>Skills: Identify pictures and illustrations related to the text. Identify opinions, ideas or facts provided by the author. Identify two texts on the same topic.</p> <p>Big Ideas: Information can be derived from what an author says, the pictures that are used, and the topic of the text.</p> <p>Essential Questions: What pictures go with this text? What did the author say? Are these two texts about the same thing?</p>

Range of Reading and Level of Text Complexity			Range of Reading and Level of Text Complexity			Range of Reading and Level of Text Complexity	
Cluster	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.	Active engagement with text	Cluster	10. Actively engage in group reading of history/social studies, science, and technical texts for clearly stated purpose (e.g., Listen while I read so you can tell me what we need to do first.).	Guidance	<p>Concepts: <i>Reading and listening is an active process.</i></p> <p>Skills: Listen to a text for a purpose. Attend to the words on the page (words or Braille).</p> <p>Big Ideas: Engaging during group reading requires thinking and communicating.</p> <p>Essential Questions: What is our purpose for reading this text? What is our purpose for listening to this text? How do we communicate our thinking with others?</p>	

2nd Grade English/ Language Arts

Foundational Skills

Common Core State Standards		Essence	Extended Common Core		Unpacking the Extended Standard
Phonics and Word Recognition			Phonics and Word Recognition		Phonics and Word Recognition
Cluster	<p>1. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	Read words	Cluster	<p>1. Apply letter-sound and word analysis skills in decoding words.</p> <p>a. In context, identify 18 or more letter-sound associations.</p> <p>b. Identify the beginning sound of familiar words beginning with a single consonant sound.</p> <p>c. Recognize 10 or more written words.</p>	Guidance
<p>Concept: Letters have sounds on their own and in words.</p> <p>Skills: Identify 18 letter-sound associations, Identify the beginning sound of familiar words, Read 10 or more written words.</p> <p>Big Idea: Reading words involves knowing letter sounds and remembering whole words.</p> <p>Essential Questions: What sound does that letter have? What letter has that sound? What sound do I hear at the beginning of that word? How can I remember that word?</p>					
Fluency			Fluency		Fluency
Cluster	<p>2. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p>	Engage actively with text	Cluster	<p>2. Engage actively in shared reading.</p>	Guidance
<p>Concepts: <i>Reading with others is an active process.</i></p> <p>Skills: Interact while reading with others: comment about what happened first; comment about what the text is about; state an opinion about the text; name the characters, events or places in the text; provide a word or phrase to complete a line of text.</p>					

C	<p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	C	C	<p>Big Ideas: Engaging during shared reading requires thinking and communicating.</p> <p>Essential Questions: What does this remind me of? What do I think about that? How can I explain what I am thinking? What can I say about this story right now?</p>
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* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

**2nd Grade English/ Language Arts
Writing Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
Text Types and Purposes		Text Types and Purposes	Text Types and Purposes
Cluster	Write about self-selected topics	Cluster	Guidance
<p>1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>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.</p> <p>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.</p>		<p>1. Select a topic and use drawing, dictating, or writing* to state an opinion and one or more reasons to support the opinion (e.g., I like desert. It is yummy.).</p> <p>2. Select a topic and use drawing, dictating, or writing* to compose a message with two or more ideas about the topic.</p> <p>3. Select an event or personal experience and use drawing, dictating, or writing* to compose a message with two or more ideas about it.</p>	<p>Concept: <i>Writers communicate about a topic, event or personal experience in multiple ways.</i></p> <p>Skills: Select a topic or event; compose a message; add ideas; state an opinion; support opinion by adding more.</p> <p>Big Idea: Drawing, dictating, and writing* are ways to compose a message and adding more clarifies what you are thinking.</p>

			<p>Essential Questions: What should I write about? What do I want to dictate for someone else to write about it? What do I want to draw about it? What do I think about that? Why? What else do I know about that? What else do I want to write about that? What other ideas do I have?</p>			
Production and Distribution of Writing		Production and Distribution of Writing		Production and Distribution of Writing		
Cluster	<p>4. (Begins in grade 3)</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	Revise and publish own writing	Cluster	<p>4. (Begins in grade 3)</p> <p>5. With guidance and support from adults, add more information to own written message to strengthen it.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	Guidance	<p>Concept: <i>There are multiple ways to improve writing.</i></p> <p>Skills: Communicate multiple ideas; explore digital tools; work with others; add more to what has already been written.</p> <p>Big Idea: Writing can be strengthened by working with others, adding more information and/or using digital tools to support production and publication.</p> <p>Essential Questions: What else do I have to say about this topic? How does this digital tool work? How can I produce and publish writing with this tool? What did my teacher or classmate say about my writing?</p>
	Research to Build and Present Knowledge			Research to Build and Present Knowledge		Research to Build and Present Knowledge
Cluster	<p>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).</p> <p>8. Recall information from experiences or gather information from provided sources to answer a question.</p>	Recall information and generate	Cluster	<p>7. Participate in shared writing projects (e.g., contribute ideas to writing that an adult or peers have generated).</p> <p>8. Recall information from experiences to answer a question.</p>	Guidance	<p>Concept: <i>Contributing to shared writing and answering questions requires paying attention to past and present experiences.</i></p> <p>Skills: Communicate ideas on a specific topic; attend to others' ideas; recall information from past experiences; identify information that links to present experience; relate information to own experience; answer questions about specific experiences;</p>

Cluster	9. (Begins in grade 4)	generate knowledge	Cluster	9. (Begins in grade 4)	Guidance	<p>Big Idea: Information recalled or identified from past or present experiences can help answer questions and can be recorded through shared writing.</p> <p>Essential Questions: What do I have to say about that? What can I add to that? What do I remember about that? What did they write?</p>
Range of Writing			Range of Writing		Range of Writing	
Cluster	10. (Begins in grade 3)		Cluster	10. (Begins in grade 3)	Guidance	

*All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.

**2nd Grade English/ Language Arts
Speaking and Listening Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
Comprehension and Collaboration		Comprehension and Collaboration	Comprehension and Collaboration
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>1. Participate in collaborative conversations about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. 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).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.</p>	<p style="text-align: center;">Comprehend and interact</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>1. Participate in communicative exchanges:</p> <p>a. Communicate directly with peers in multi-turn exchanges.</p> <p>b. Build on comments or topics initiated by adult or peer communication partners in multi-turn exchanges.</p> <p>c. Indicate confusion or a lack of understanding (e.g., point to symbol "I'm confused").</p> <p>2. Identify words that describe key ideas or details from written texts read aloud or information presented orally or through media.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Guidance</p> <p>Concept: <i>Multiple-turn interactions clarify and support more in-depth demonstrations of understanding.</i></p> <p>Skills: Communicate to convey message, respond to partner; express confusion, identify words to describe key ideas and details, answer questions; contribute two or more ideas or comments to an established topic; take turns asking and answering questions.</p> <p>Big Idea: Back and forth communication exchanges provide an opportunity to seek clarification and demonstrate knowledge more completely than single question-answer exchanges.</p> <p>Essential Questions: Who do I want to talk to? What do I want to say? What can I add to that? What do I do if I don't understand? What do I know about this book? What is important to remember? What word(s) answers the question? What do I do if I don't remember? What describing words do I know? What words describe the key ideas? What words describe details from the text?</p>

	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.		3. Answer questions posed by adult or peer communication partners.	
Presentation of Knowledge and Ideas		Presentation of Knowledge and Ideas		Presentation of Knowledge and Ideas
Cluster	4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Communicate knowledge	4. Identify a familiar experience and one or more facts or details related to it.	Guidance
	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.		5. Select or create images, photographs or other visual/tactual displays to represent experiences, thoughts, or feelings.	
	6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, for specific expectations.)		6. Combine 3 or more words when appropriate to task and situation in order to clarify communication.	

**2nd Grade English/ Language Arts
Language Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
Conventions of Standard English		Conventions of Standard English	Conventions of Standard English
<p>1. Observe conventions of grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., group).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	Communicate conventionally	<p>1. Demonstrate understandings of standard English grammar and usage when communicating.</p> <p>a. Write* all upper-case letters of the alphabet.</p> <p>b. Write* 14 lower-case letters of the alphabet.</p> <p>c. Use common nouns in singular and plural forms</p> <p>d. Use personal pronouns.</p> <p>e. Use common past tense verbs (e.g., went, ate, did, saw, was).</p>	<p>Concept: <i>It matters which words and letters you choose when communicating.</i></p> <p>Skills: Write* all upper case letters, write* 14 lower case letters, use common nouns in singular and plural form, use personal pronouns, use common past tense verbs, write* initial sounds in words.</p> <p>Big Idea: Communication involves choosing the right words and using the right letters to spell those words.</p> <p>Essential Questions: What sound do I hear at the beginning of the word I want to write? How do I write that letter? What do I call that person, place or thing? What if there is more than one? What do I call myself? What do I call that person? How do I tell what happened? How do I tell what I did?</p>
Cluster		Cluster	Guidance

	<p>f. 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).</p> <p>2. Observe conventions of capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>		<p>2. Apply knowledge of letter-sound relationships in spelling, by representing initial sounds in words.</p>		
Knowledge of Language		Knowledge of Language		Guidance	Knowledge of Language
Cluster	3. (Begins in grade 3)	Cluster	3. (Begins in grade 3)	Guidance	

Vocabulary Acquisition and Use		Vocabulary Acquisition and Use		Vocabulary Acquisition and Use		
Cluster	<p>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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	Acquire and use vocabulary	Cluster	<p>4. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.</p> <p>a. Choose from an array of familiar words to complete sentences read aloud by an adult.</p> <p>5. Demonstrate understanding of word relationships.</p> <p>a. Identify words that are opposites (e.g., hot/cold, big/little).</p> <p>b. Sort words into meaning based categories (e.g., foods, animals, places).</p> <p>c. Identify the function of common nouns (e.g., fork /eat).</p>	Guidance	<p>Concept: <i>Words have meaning across context and in relation to one another.</i></p> <p>Skills: Use the context of a sentence to determine a missing word, identify opposites, sort words into meaning-based categories, identify the function of common objects, use newly acquired words across contexts, use newly acquired phrases across contexts</p> <p>Big Idea: Words are learned by relating them to other words in and across contexts.</p> <p>Essential Questions: What word fits in that sentence? What word do I know that makes sense here? How are these words alike? Which words are alike? What does this word mean? What word is the opposite of this word? What word do I know that I could use here?</p>

5. Demonstrate understanding of word relationships and nuances in word meanings.

a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

6. Use words and phrases acquired through interactions, being read to, and other forms of instruction.