

# COMMON CORE STANDARDS

	Standard	Level C (81-120) & Level D (121-160)
<b>First Grade Reading Foundational Skills</b>		
RF.1.1	Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation).	121-155
RF.1.1a	Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation).	110
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	81-160
RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.	89, 95, 96; 81-160 in Spelling Analysis
RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	81-160 in Spelling Analysis
RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	81-160 in Spelling Analysis
RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	81-160 in Spelling Analysis
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	81-160
RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.	81-160
RF.1.3b	Decode regularly spelled one-syllable words.	81-160
RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.	81-160
RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	105, 106, 122
RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.	81-160
RF.1.3f	Read words with inflectional endings.	86-89, 92-94, 101-102, 111-113, 125, 132, 157
RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.	81, 86, 98, 100, 102, 108, 110, 111, 117, 122, 127, 128, 130
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	81-160
RF.1.4a	Read grade-level text with purpose and understanding.	Miles and Jax lessons, 81-160
RF.1.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	81-84, 86-89, 91-94, 96-99, 101-104, 106-109, Miles and Jax G, 121-160
RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	80, 81-84, 86-89, 91-94, 96-99, 101-104, 106-109, 112, 117, 121-160

	<b>Standard</b>	<b>Level C (81-120) &amp; Level D (121-160)</b>
<b>Second Grade Reading Foundational Skills</b>		
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	81-160
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	81-160
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.	81-160
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.	85-160
RF.2.3d	Decode words with common prefixes and suffixes.	86-89, 92-94, 101-103, 108, 111-113, 116-117, 125, 132, 136, 157
RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.	122, 127, 132, 133, 141, 145
RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.	100, 117, 122, 127, 128, 130
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	81-160
RF.2.4a	Read grade-level text with purpose and understanding.	81-84, 86-89, 91-94, 96-99, 101-104, 106-109, 112-114, 117-120, 121-160
RF.2.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	81-84, 86-89, 91-94, 96-99, 101-104, 106-109, 121-160
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	82, 87, 92, 97, 102, 107, 112, 117, 121-160
<b>First Grade Language</b>		
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	81-160
L.1.1a	Print all upper- and lowercase letters.	Foundations A-B, or Rhythm of Handwriting
L.1.1b	Use common, proper, and possessive nouns.	126-135 (and as observed by the teacher)
L.1.1c	Use personal, possessive, and indefinite pronouns (e.g. I, me, my; they, them, their, anyone, everything).	151-155 (and as observed by the teacher)
L.1.1d	Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with).	As observed during classroom discussion.
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).	As observed during classroom discussion.
L.1.1f	Use frequently occurring adjectives.	114, 156-160 and as observed during classroom discussion.
L.1.1g	Use frequently occurring conjunctions (e.g. and, but, or, so, because).	As observed during classroom discussion.
L.1.1h	Use determiners (e.g. articles, demonstratives).	As observed during classroom discussion.
L.1.1i	Use frequently occurring prepositions (e.g. during, beyond, toward).	As observed during classroom discussion.
L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	As observed during classroom discussion.

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	<b>Standard</b>	<b>Level C (81-120) &amp; Level D (121-160)</b>
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	81-160
L.1.2a	Capitalize dates and names of people.	131-160 (not dates)
L.1.2b	Use end punctuation for sentences.	121-125, 130, 135, 140, 145, 150, 155, 160
L.1.2c	Use commas in dates and to separate single words in a series.	104-105, 154 (not dates)
L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	81-160
L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	81-160
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	83, 113, 117, Miles and Jax H, 121-160
L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	133, 145, 151, 156
L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.	86-89, 92-94, 101-103, 108, 111-113, 116-117, 125, 132, 136, 157
L.1.4c	Identify frequently occurring root words (e.g. look) and their inflectional forms (e.g. looks, looked, looking).	121-160
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	81-160
L.1.5a	Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent.	126-128
L.1.5b	Define words by category and by one or more key attributes (e.g. a duck is a bird that swims; a tiger is a large cat with stripes).	145, 156
L.1.5c	Identify real-life connections between words and their use (e.g. note places at home that are cozy).	Miles and Jax A, 124
L.1.5d	Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings.	138, 139
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).	81-160
<b>Second Grade Language</b>		
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	121-160
L.2.1a	Use collective nouns (e.g. group).	126-129, 138-139, 145, 158
L.2.1b	Form and use frequently occurring irregular plural nouns (e.g. feet, children, teeth, mice, fish).	98, 108, 110, 127, 140, 145
L.2.1c	Use reflexive pronouns (e.g. myself, ourselves).	As observed by teacher
L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g. sat, hid, told).	141, 145, 146, 156 and as observed by the teacher

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L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.	85, 90, 98, 108, 111, 114, 115, 147, 156-160 (adjectives), and as observed by teacher
L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g. The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	141-145, 156-160 (simple sentences)
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	81-160
L.2.2a	Capitalize holidays, product names, and geographic names.	131-160
L.2.2b	Use commas in greetings and closings of letters.	Miles and Jax E; modeled in 158 reading; commas in a series 154-155
L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.	153-156 (contractions)
L.2.2d	Generalize learned spelling patterns when writing words (e.g. cage, badge; boy, boil).	81-160
L.2.2e	Consult reference materials, including beginning dictionaries, as needed	83, 84, 100, Miles and Jax H, and as observed by teacher
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	81-160
L.2.3a	Compare formal and informal uses of English	As observed by the teacher
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.	108, 113, 117, Miles and Jax H, 121-160
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	94, 133, 145, 151, 152, 156
L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g. happy/unhappy, tell/retell).	86, 89, 92, 93 (suffixes), 103, 108, 121, 136 (suffixing rules)
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	83, 119
L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g. birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	81, 84, 85
L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	122, 125, and as observed by teacher
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	103, and as observed by teacher
L.2.5a	Identify real-life connections between words and their use (e.g. describe foods that are spicy or juicy).	86, 87, 88, 116, 126-128
L.2.5b	Distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives (e.g. thin, slender, skinny, scrawny).	145, 156
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g. When other kids are happy that makes me happy).	98, 100, 114, 115, 121-160

	Standard	Level C (81-120) & Level D (121-160)
<b>First Grade Reading Literature</b>		
RL.1.1	Ask and answer questions about key details in a text.	Miles and Jax lessons, 121, 123, 125-129, 131-132, 134-136, 138-144, 146-150, 152-155, 157-160
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Miles and Jax lessons, 121, 123, 125-129, 131-132, 134-136, 138-144, 146-150, 152-155, 157-160
RL.1.3	Describe characters, settings, and major events in a story, using key details.	Miles and Jax lessons, 121, 123, 125-129, 131-132, 134-136, 138-144, 146-150, 152-155, 157-160
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Miles and Jax lessons, 149-150, 152-153
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.	122, 125
RL.1.6	Identify who is telling the story at various points in a text.	135, 146
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	Miles and Jax lessons, 121, 123, 125-129, 131-132, 134-136, 138-144, 146-150, 152-155, 157-160
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	Miles and Jax lessons, 114, 138-140, 144
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	121, 123, 125, 126-129, 131-132, 134-136, 138-144, 146-150, 152-155, 157-160
<b>Second Grade Reading Literature</b>		
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Miles and Jax lessons, 109, 121, 123, 125-129, 131-132, 134-136, 138-144, 146-150, 152-155, 157-160
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	121, 123, 125-129, 131-132, 134-136, 138-144, 146-150, 152-155, 157-160
RL.2.3	Describe how characters in a story respond to major events and challenges.	Miles and Jax B, C, D, F, G, H; 121, 123, 125-129, 131-132, 134-136, 138-144, 146-150, 152-155, 157-160
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.	132, 151
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	121, 123, 124, 126, 127, 128, 129,
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.	Miles and Jax lessons, 121, 135, 146
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.	Miles and Jax lessons, 121, 123, 125-129, 131-132, 134-136, 138-144, 146-150, 152-155, 157-160
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.	138-140, 144

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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.	121, 123, 125-129, 131-132, 134-136, 138-144, 146-150, 152-155, 157-160
<b>First Grade Reading Informational Texts</b>		
RI.1.1	Ask and answer questions about key details in a text.	82, 87, 92, 97, 102, 107, 112, 117, 122, 125, 130, 133, 137, 145, 151, 156
RI.1.2	Identify the main topic and retell key details of a text.	82, 87, 92, 97, 102, 107, 112, 117, 122, 125, 130, 133, 137, 145, 151, 156
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	122, 129, 137, 145
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	82, 87, 92, 97, 102, 107, 112, 117, 122, 125, 130, 133, 137, 145, 151, 156
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.	82, 87, 92, 97, 102, 107, 112, 117, Miles and Jax lessons, 122, 125, 130, 133, 137, 145, 151, 156
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	82, 87, 92, 97, 102, 107, 112, 117, 122, 125, 130, 133, 137, 145, 151, 156
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	82, 87, 92, 97, 102, 107, 112, 117, 122, 125, 130, 133, 137, 145, 151, 156
RI.1.8	Identify the reasons an author gives to support points in a text.	122, 133, 137, 145
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).	121 -122, 133-135
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	82, 87, 92, 97, 102, 107, 112, 117, 122, 125, 130, 133, 137, 145, 151, 156
<b>Second Grade Reading Informational Texts</b>		
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	83, 88, 93, 98, 103, 108, 113, 118, 122, 125, 130, 133, 137, 145, 151, 156
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	106-109, 118, 122, 125, 130, 133, 137, 145, 151, 156
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	88, 101, 102, 108, 113, Miles and Jax G, 118, 122, 125, 130, 133, 137, 145, 151, 156
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	108, 117, 122, 125, 130, 133, 137, 145, 151, 156
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.	93, 122, 125, 130, 133, 137, 145, 151, 156
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	115, 122, 125, 130, 133, 137, 145, 151, 156
RI.2.7	Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.	88, 122, 125, 130, 133, 137, 145, 151, 156
RI.2.8	Describe how reasons support specific points the author makes in a text.	122, 133, 137, 145

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	<b>Standard</b>	<b>Level C (81-120) &amp; Level D (121-160)</b>
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	121 -122, 133-135
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.	82, 87, 92, 97, 102, 107, 112, 117, 122, 125, 130, 133, 137, 145, 151, 156