

# COMMON CORE STANDARDS ALIGNMENT

Standard		Level A	Level B	Level C	Level D	
<b>KINDERGARTEN</b>						
<b>Reading Foundational Skills</b>	RFK.1a	Follow words from left to right, top to bottom, and page by page.	21-40	41-80	81-120	121-160
	RFK.1b	Recognize that spoken words are represented in written language by specific sequences of letters.	21-40	41-80	81-120	121-160
	RFK.1c	Understand that words are separated by spaces in print.	27-40	41-80	81-120	121-160
	RFK.1d	Recognize and name all upper- and lowercase letters of the alphabet.	5-40	41-68		
	RFK.2a	Recognize and produce rhyming words.		64-65, 70, 76, 78-79		
	RFK.2b	Count, pronounce, blend, and segment syllables in spoken words.	9-10, 35	41-45, 51-52, 75	82-120	121-160
	RFK.2c	Blend and segment onsets and rimes of single-syllable spoken words.	3-34	46, 48-49, 60, 80	91-92, 99	
	RFK.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	7-9, 11-12, 15, 17-29, 31-40			
	RFK.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	33-34	46-47, 60, 80	91-92, 99, 106	
	RFK.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	6-40			
	RFK.3b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	5-40	41, 47, 50, 54, 56-59, 62, 68-69, 71	84, 89, 92, 96-99, 107	
	RFK.3c	Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).	6-40	42-80	81-120	121-160
	RFK.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	33-34	46, 60, 77, 80	91-92, 99	
	RFK.4	Read emergent-reader texts with purpose and understanding.	25, 30, 35, 40	45, 50, 55, 60, 70, 75, 80		

Standard		Level A	Level B	Level C	Level D	
<b>FIRST GRADE</b>						
<b>Reading Foundational Skills</b> Cont.	RF.1.1	Demonstrate understanding of the organization and basic features of print.	21-40	45, 47-48, 50, 52-53, 57-58, 62-63, 67-68, 72-73, 77-78, Bonus Lesson	90, 96, 104, 116, 120 Miles and Jax A-H	121-160
	RF.1.1a	Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation).		44, 47, 49	110	122, 130, 135, 140, 145, 150, 155, 160
	RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			81-120	121-160
	RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.	36-39	41, 50, 54, 56-59, 61-62, 68-69	89, 95, 96, 81-120 in Spelling Analysis	121-160 in Spelling Analysis
	RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	3-40	41-80	81-120 in Spelling Analysis	121-160 in Spelling Analysis
	RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	7-9, 11-12, 15, 17-29, 31-32	41-80 in Spelling Analysis	81-120 in Spelling Analysis	121-160 in Spelling Analysis
	RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	10-40 in Spelling Analysis	41-80 in Spelling Analysis	81-120 in Spelling Analysis	121-160 in Spelling Analysis
	RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.			81-120	121-160
	RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.		41-80	81-120	121-160
	RF.1.3b	Decode regularly spelled one-syllable words.	21-40	41-80	81-120	121-160
	RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.		48-80	81-120	121-160
	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.			81-120	121-160
	RF.1.3f	Read words with inflectional endings.		41, 44-50, 52-55, 57-60, 62-65, 67-68, 70-80, Bonus Lesson	81-120, Miles and Jax	121-160
	RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.		45, 55, 66-67, 76	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.			81-120	121-160
	RF.1.4a	Read grade-level text with purpose and understanding.	25, 30, 35, 40	45, 50, 55, 60, 65, 70, 75, 80	81-120, Miles and Jax A-H	121-160
	RF.1.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	25, 30, 35, 40	45, 50, 55, 60, 65, 70, 75, 80	81-84, 86-89, 91-94, 96-99, 101-104, 106-109, Miles and Jax	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

Standard		Level A	Level B	Level C	Level D	
<b>SECOND GRADE</b>						
<b>Reading Foundational Skills cont.</b>	RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.			81-120	121-160
	RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.			81-120	121-160
	RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.		50-80	81-120	121-160
	RF.2.3c	Decode regularly spelled two-syllable words with long vowels.			85-120	121-160
	RF.2.3d	Decode words with common prefixes and suffixes.			86-89, 91-94, 101-104, 106-109, 111-113, 116-118	121-160
	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.		75-77	100, 117	122, 127, 128, 130
	RF.2.4	Read with sufficient accuracy and fluency to support comprehension.			81-120	121-160
	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.		76-77	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

Standard		Level A	Level B	Level C	Level D	
<b>KINDERGARTEN</b>						
<b>Language Skills</b>	L.K.1a	Print many upper- and lowercase letters.	5-6, 8-10, 12,14, 16-17, 19-22, 25-27, 31-40	41-68		
	L.K.1b	Use frequently occurring nouns and verbs.	1-40 Observed	41-80 Observed	81-120 Observed	126-135 (and as observed by the teacher)
	L.K.1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes).		53, 57, 75	93-94	
	L.K.1d	Understand and use question words (interrogatives) (e.g. who, what, where, when, why, how).		52, 58, 74, 77	84, 90, 104	123, 124, 126, 128, 140, 144, 145, 152, 156
	L.K.1e	Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with).	24	47, 49, 54, 59, 62, 64, 69, 71-73, 78	99, Observed	Observed
	L.K.1f	Produce and expand complete sentences in shared language activities.	1-40	41-80	81-120	
	L.K.2a	Capitalize the first word in a sentence and the pronoun I.		44, 75	110	130, 135, 140
	L.K.2b	Recognize and name end punctuation.		44, 52, 58	84, 89, 94, 95, 99, 104, 109, 113, 118	122, 124, 125, 130, 131, 140, 154, 155
	L.K.2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	5-40	41-80	81-120	121-160
	L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	21-40	41-80	81-120	
	L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a bird and learning the verb to duck).	1, 23			
	L.K.4b	Use the most frequently occurring inflections and affixes (e.g. -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.		53	86-89, 92-94, 98, 101-103, 108, 111-113, 116-117	121, 125, 132, 136, 157
	L.K.5a	Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.	31, 32, 35	74	99, 101,104	126-128
	L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).			113	121, 122
	L.K.5c	Identify real-life connections between words and their use (e.g. note places at school that are colorful).		50	82-83, 86-88, 92-93, 97-98, 102-103, 108-109, 111-113, 116, 118-119, Miles and Jax A-H	126-128, 159
	L.K.5d	Distinguish shades of meaning among verbs describing the same general action (e.g. walk, march, strut, prance) by acting out the meanings.	6-7	63		
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.			82-83, 87-88, 92-93, 97-98, 102-103, 108-109, 112-113, 118-119		

Standard		Level A	Level B	Level C	Level D	
<b>FIRST GRADE</b>						
<b>Language Skills cont.</b>	L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			81-120	121-160
	L.1.1.a	Print all upper- and lowercase letters.	5-6, 8-10, 12,14, 16-17, 19-22, 25-27, 31-40	41-68		
	L.1.1.b	Use common, proper, and possessive nouns.	1-40 Observed	41-80 Observed	81-120 Observed	126-135 (and as observed by the teacher)
	L.1.1.c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).				151-155 (and as observed by the teacher)
	L.1.1.d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).			Observed	Observed
	L.1.1.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).			Observed	Observed
	L.1.1.f	Use frequently occurring adjectives.			114, Observed	156-160, Observed
	L.1.1.g	Use frequently occurring conjunctions (e.g. and, but, or, so, because).			Observed	Observed
	L.1.1.h	Use determiners (e.g. articles, demonstratives).			Observed	Observed
	L.1.1.i	Use frequently occurring prepositions (e.g. during, beyond, toward).	24	47, 49, 54, 59, 62, 64, 69, 71-73, 78	99, Observed	Observed
	L.1.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.			Observed	Observed
	L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			81-120	121-160
	L.1.2.a	Capitalize dates and names of people.				131-160 (not dates)
	L.1.2.b	Use end punctuation for sentences.			83-84, 88-89, 93-95, 98-99, 103-105, 108-110, 112-113, 117-118	121-125, 130, 135, 140, 145, 150, 155, 160
	L.1.2.c	Use commas in dates and to separate single words in a series.			104-105	154 (not dates)
	L.1.2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.			81-120	121-160
L.1.2.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.			81-120	121-160	

Standard		Level A	Level B	Level C	Level D	
Language Skills Cont.	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.			83-84, 88, 90, 93, 94, 96, 103-104, 108, 112-113, 115-117, 119-120, Miles and Jax A-H	133, 145, 151, 156
	L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.		53	86-89, 92-94, 98, 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.			81-120	121-160
	L.1.5a	Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent.	31, 32, 35	74	99, 101, 104	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, 159
	L.1.5c	Identify real-life connections between words and their use (e.g. note places at home that are cozy).			82-83, 86-88, 92-93, 97-98, 102-103, 108-109, 111-113, 116, 118-119, Miles and Jax A-H	126-128, 159
	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).			81-120	121-160

Standard		Level A	Level B	Level C	Level D	
<b>SECOND GRADE</b>						
<b>Language Skills</b> <small>Cont.</small>	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).			Observed	Observed
	L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g. sat, hid, told).				141, 145-146, 156, Observed
	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, Observed	147, 156-160 (adj), Observed
	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.			81-120	121-160
	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	154-155, 158
	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).			81-120	121-160
	L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			83-84, 100, Miles and Jax H, Observed	Observed
	L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			81-120	121-160
	L.2.3a	Compare formal and informal uses of English			Observed	Observed
	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.			83-84, 88, 90, 93, 94, 96, 103-104, 108, 112-113, 115-117, 119-120, Miles and Jax A-H	133, 145, 151-152, 156

Standard		Level A	Level B	Level C	Level D	
Language Skills <small>Cont.</small>	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, 103, 108, 116-117	121, 136
	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).			81-85	
	L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.			83	122, 125, Observed
	L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.			103, Observed	Observed
	L.2.5a	Identify real-life connections between words and their use (e.g. describe foods that are spicy or juicy).		50, 53-54, 56-65, 69-73, 75-77, 82-83	82-83, 86-88, 92-93, 97-98, 102-103, 108-109, 111-113, 116, 118-119, Miles and Jax A-H	126-128, 159
	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 A	Level B	Level C	Level D	
<b>Reading Literature</b>	<b>KINDERGARTEN</b>					
	RL.K.1	With prompting and support, ask and answer questions about key details in a text.		45, 50, 55, 60, 65, 70, 75, 80	82, 87, 88, 92, 93, 98, 103, 104, 106, 108, 110, 116, 120, Miles and Jax A-H	121, 123, 125-129, 131-132, 134-136, 138-144, 146-150, 152-155, 157-160
	RL.K.2	With prompting and support, retell familiar stories, including key details.		45, 50, 55, 60, 65, 70, 75, 80	82, 87, 88, 92, 93, 98, 103, 104, 106, 108, 110, 116, 120, Miles and Jax A-H	121, 123, 125-129, 131-132, 134-136, 138-144, 146-150, 152-155, 157-160
	RL.K.3	With prompting and support, identify characters, settings, and major events in a story.		45, 50, 55, 60, 65, 70, 75, 80	Miles and Jax A-H	121, 123, 125-129, 131-132, 134-136, 138-144, 146-150, 152-155, 157-160
	RL.K.4	Ask and answer questions about unknown words in a text.		45, 50, 55, 60, 65, 70, 75, 80		
	RL.K.5	Recognize common types of texts (e.g. storybooks, poems).			81, 114	122-123, 125, 130-160
	RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		45, 50, 55, 60, 65, 70, 75, 80		
	RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts).		60, 75	83, 88, Miles and Jax A-H	121, 123, 125-129, 131-132, 134-136, 138-144, 146-150, 152-155, 157-160
	RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		55	114, Miles and Jax A-H	121, 135, 138-140, 142, 144, 146-150, 154-155, 157-160
	RL.K.10	Actively engage in group reading activities with purpose and understanding.		45, 50, 55, 60, 65, 70, 75, 80	81-120, Miles and Jax A-H, Observed	121-160

Standard		Level A	Level B	Level C	Level D	
<b>FIRST GRADE</b>						
<b>Reading Literature</b> cont.	RL.1.1	Ask and answer questions about key details in a text.		45, 50, 55, 60, 65, 70, 75, 80	82, 87, 88, 92, 93, 98, 103, 104, 106, 108, 110, 116, 120, Miles and Jax A-H	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.		45, 50, 55, 60, 65, 70, 75, 80	82, 87, 88, 92, 93, 98, 103, 104, 106, 108, 110, 116, 120, Miles and Jax A-H	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.		45, 50, 55, 60, 65, 70, 75, 80	Miles and Jax A-H	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 A-H	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.		60, 75	83, 88, Miles and Jax A-H	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.		55	114, Miles and Jax A-H	121, 135, 138-140, 142, 144, 146-150, 154-155, 157-160
	RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.				121, 123, 125-129, 131-132, 134-136, 138-144, 146-150, 152-155, 157-160

Standard		Level A	Level B	Level C	Level D	
<b>SECOND GRADE</b>						
<b>Reading Literature cont.</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.			109, Miles and Jax A-H	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.			114	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, 126-129
	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 A-H	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.		60, 75	83, 88, Miles and Jax A-H	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
	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

Standard		Level A	Level B	Level C	Level D	
<b>KINDERGARTEN</b>						
<b>Reading Informational Texts</b>	RI.K.1	With prompting and support, ask and answer questions about key details in a text.			82-83, 87-88, 92-93, 97-98, 102-103, 107-108, 112-113, 117-119	122, 125, 130, 133, 137, 145, 151, 156
	RI.K.2	With prompting and support, identify the main topic and retell key details of a text.			82-83, 87-88, 92-93, 97-98, 102-103, 106-109, 112-113, 117-119	122, 125, 130, 133, 137, 145, 151, 156
	RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.			83, 88, 93, 98, 103, 109, 113, 119	122, 129, 137, 145
	RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.			83, 88, 93, 98, 103, 109, 113, 119	122, 125, 130, 133, 137, 145, 151, 156
	RI.K.5	Identify the front cover, back cover, and title page of a book.		44, 47, 48, 50, 52, 53, 55, 57, 58, 60, 62, 63, 65, 67, 68, 72, 73, 75, 77, 78, Bonus Lesson	83, 88	
	RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		47, 48, 52, 53, 57, 58, 62, 63, 67, 68, 72, 73, 77, 78, Bonus Lesson	82, 87, 92, 97, 102, 107, 112, 117	122, 125, 130, 133, 137, 145, 151, 156
	RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (eg. what person, place, thing, or idea in the text an illustration depicts).			82, 83, 87, 88, 92, 93, 97, 98, 102, 103, 107, 109, 112, 113, 117, 119	122, 125, 130, 133, 137, 145, 151, 156
	RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.			83, 88, 93, 98, 103, 109, 113, 119	122, 133, 137, 145
	RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).				121-122, 123-125, 126-130, 133-135, 136-137, 145-150, 156-160
	RI.K.10	Actively engage in group reading activities with purpose and understanding.		45-53, 55, 57-58, 60, 62-70, 72-75, 77-78, 80, Bonus Lesson	83, 88, 93, 98, 103, 109, 113, 119	121-160

Standard		Level A	Level B	Level C	Level D	
<b>FIRST GRADE</b>						
<b>Reading Informational Texts Cont.</b>	RI.1.1	Ask and answer questions about key details in a text.			82-83, 87-88, 92-93, 97-98, 102-103, 107-108, 112-113, 117-119	122, 125, 130, 133, 137, 145, 151, 156
	RI.1.2	Identify the main topic and retell key details of a text.			82-83, 87-88, 92-93, 97-98, 102-103, 106-109, 112-113, 117-119	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.			83, 88, 93, 98, 103, 109, 113, 119	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 A-H	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.		47, 48, 52, 53, 57, 58, 62, 63, 67, 68, 72, 73, 77, 78, Bonus Lesson	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, 83, 87, 88, 92, 93, 97, 98, 102, 103, 107, 109, 112, 113, 117, 119	122, 125, 130, 133, 137, 145, 151, 156
	RI.1.8	Identify the reasons an author gives to support points in a text.			83, 88, 93, 98, 103, 109, 113, 119	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, 123-125, 126-130, 133-135, 136-137, 145-150, 156-160
	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

Standard		Level A	Level B	Level C	Level D	
<b>SECOND GRADE</b>						
<b>Reading Informational Texts Cont.</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.			82-83, 87-88, 92-93, 97-98, 102-103, 107-108, 112-113, 117-119	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.			82-83, 87-88, 92-93, 97-98, 102-103, 106-109, 112-113, 117-119	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, 118, Miles and Jax G	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.			83, 88, 93, 98, 103, 109, 113, 119	122, 133, 137, 145
	RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.				121-122, 123-125, 126-130, 133-135, 136-137, 145-150, 156-160
	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

Standard		Level A	Level B	Level C	Level D	
<b>Writing</b>	<b>KINDERGARTEN</b>					
	W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).		48, 53, 58	91, 92, 95	
	W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		49, 71	85, 90, 95, 100, 105, 110, 115, 120	
	W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		49, 64, 69, 72, 78	89, 115	
	W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.			85, 90, 95, 100, 105, 110, 115, 120, Observed	Observed
	W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		53, 70, 73, Observed	95, 115, 120, Miles and Jax H, Observed	Observed
	W.K.7	Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them).		Young Artist Series	Miles and Jax A-H	Children's Literature Set
	W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			Observed	130, 145, 151, 156, Observed

Standard		Level A	Level B	Level C	Level D	
<b>FIRST GRADE</b>						
<b>Writing Cont.</b>	W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		48, 53, 58	91, 92, 95	126, 141, 144, 150, 160
	W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		49, 71	85, 90, 95, 100, 105, 110, 115, 120	126, 129, 131, 138, 140, 144, 145, 149, 151, 154, 156, 159, 160
	W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.			114, 115, 119, 120	125, 126, 138, 140, 141, 149, 151
	W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		Observed	Observed	Observed
	W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		Observed	84, 89, 94, 99, 104, 114, Miles and Jax H, Observed	Observed
	W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).			89, 99, 101, 105, 110 Miles and Jax A-H	129, 146, 160
	W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			Observed	130, 145, 151, 156, Observed



Standard		Level A	Level B	Level C	Level D	
<b>SECOND GRADE</b>						
<b>Writing Cont.</b>	W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.		48, 53, 58	91, 92, 95	126, 141, 144, 150, 160
	W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		49, 71	85, 90, 95, 100, 105, 110, 115, 120	126, 129, 131, 138, 140, 144, 145, 149, 151, 154, 156, 159, 160
	W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.			114, 115, 119, 120	125, 126, 138, 140, 141, 149, 151
	W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.				Observed
	W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			84, 89, 94, 99, 104, 114, M&J H	Observed
	W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).			89, 99, 101, 105, 110 Miles and Jax A-H	129, 146, 160
	W.2.8	Recall information from experiences or gather information from provided sources to answer a question.			Observed	130, 145, 151, 156, Observed