

# Alignment of Writing Strategies with Selected Common Core Standards

Updated: July 16, 2012

# Grade K—Reading & Language

<p style="text-align: center;">Strategies →</p> <p style="text-align: center;">Common Core Stds ↓</p>	<p style="text-align: center;">Essential Questions <i>Identify / Restate</i></p>	<p style="text-align: center;">A-Z</p>	<p style="text-align: center;">Clustering</p>	<p style="text-align: center;">Metacognition</p>	<p style="text-align: center;">Morphology</p>	<p style="text-align: center;">Acrostic</p>	<p style="text-align: center;">Diamante</p>	<p style="text-align: center;">Sentence Expansion</p>	<p style="text-align: center;">Defining Format</p>	<p style="text-align: center;">SWBST: Outline, Summary, Retelling</p>	<p style="text-align: center;">Narrative</p>	<p style="text-align: center;">Venn Diagram</p>	<p style="text-align: center;">Essays: Personal, Explanatory, Persuasive</p>	<p style="text-align: center;">Question, Short Answer, Why?</p>	<p style="text-align: center;">Conventions</p>		
<b>Reading for Literature</b>																	
<b>Key Ideas and Details</b>																	
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 & support, identify characters, settings, & major events in a story.	●	●	●	●	●	●	●	●							●		
<b>Craft and Structure</b>																	
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.	●	●	●	●	●	●	●		●			●			●		
<b>Integration of Knowledge and Ideas</b>																	
7. With prompting & support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	●	●								●	●				●		
8. (Not applicable to literature)																	
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	●	●	●	●	●	●	●					●			●		
<b>Range of Reading and Level of Text Complexity</b>																	
10. Actively engage in group reading activities with purpose and understanding.	●	●	●	●	●	●	●			●	●				●		

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<b>Reading for Informational Text</b>																	
<b>Key Ideas and Details</b>																	
1. With prompting and support, ask and answer questions about key details in a text.	●	●	●	●	●	●	●								●		
2. With prompting & 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.	●	●	●	●	●		●	●							●		
<b>Craft and Structure</b>																	
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.	●	●	●	●	●	●	●	●	●						●		
<b>Integration of Knowledge and Ideas</b>																	
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).	●	●	●	●	●	●	●	●	●						●		
8. With prompting and support, identify the reasons an author gives to support points in a text.	●	●	●	●	●												
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).	●	●	●	●	●								●		●		

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<p><b>Range of Reading and Level of Text Complexity</b></p>																	
<p>10. Actively engage in group reading activities with purpose and understanding.</p>	●	●	●	●	●			●		●					●		
<p><b>Reading Strand: Foundational Skills</b></p>																	
<p><b>Print Concepts</b></p>																	
<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><b>Phonological Awareness</b></p>																	
<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>																	

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<p><b>Phonics and Word Recognition</b></p>																	
<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., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>																	
<p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>																	
<p><b>Fluency</b></p>																	
<p>4. Read emergent-reader texts with purpose and understanding.</p>																	
<p><b>Speaking and Listening Strand</b></p>																	
<p><b>Comprehension and Collaboration</b></p>																	
<p>1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p>																	
<p>a. Follow agreed-upon rules for discussions (e.g., listening to others &amp; taking turns speaking about the topics &amp; texts under discussion).</p>																	
<p>b. Continue a conversation through multiple exchanges.</p>																	

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<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><b>Presentation of Knowledge and Ideas</b></p>																	
<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>																	
<p><b>Language Strand</b></p>																	
<p><b>Conventions of Standard English</b></p>																	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	●			●	●			●		●					●		
<p>a. Print many upper- and lowercase letters.</p>	●	●															
<p>b. Use frequently occurring nouns and verbs.</p>	●	●		●	●			●							●		
<p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p>	●	●		●	●			●									
<p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p>	●	●	●	●	●			●							●		
<p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p>	●	●	●	●	●	●		●							●		

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f. Produce and expand complete sentences in shared language activities.	●	●		●	●	●		●							●		
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	●																
a. Capitalize the first word in a sentence and the pronoun <i>I</i> .	●			●		●		●	●	●	●	●	●	●	●		
b. Recognize and name end punctuation.	●			●				●	●	●	●	●	●	●	●		
c. Write a letter(s) for most consonant and short-vowel sounds (phonemes).	●	●															
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
<b>Knowledge of Language</b>																	
3. (Begins in grade 2)																	
<b>Vocabulary Acquisition and Use</b>																	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .																	
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> ).																	
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.																	
5. With guidance and support from adults, explore word relationships and nuances in word meanings.																	
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	●	●	●						●			●					

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<p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	●	●	●	●			●										
<p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p>	●	●	●														
<p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	●	●	●														
<p>6. Use words &amp; phrases acquired through conversations, reading &amp; being read to, &amp; responding to texts.</p>	●	●	●														

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<b>Reading For Literature</b>																
<b>Key Ideas and Details</b>																
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.	●	●	●	●	●	●	●	●		●	●				●	
<b>Craft and Structure</b>																
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 & 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.	●	●	●	●												
<b>Integration of Knowledge and Ideas</b>																
7. Use illustrations and details in a story to describe its characters, setting, or events.	●	●						●		●	●				●	
8. (Not applicable to literature)																
9. Compare and contrast the adventures and experiences of characters in stories.	●	●	●	●	●	●	●					●			●	
<b>Range of Reading and Level of Text Complexity</b>																
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.																



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<b>Reading for Informational Text</b>																	
<b>Key Ideas and Details</b>																	
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.	●	●	●	●	●												
<b>Craft and Structure</b>																	
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.															●		
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	●	●	●	●	●		●	●	●						●		
<b>Integration of Knowledge and Ideas</b>																	
7. Use the illustrations and details in a text to describe its key ideas.	●	●	●	●	●	●	●	●	●						●		
8. Identify the reasons an author gives to support points in a text.	●	●	●	●	●								●		●		
9. Identify basic similarities in & differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	●	●	●	●	●	●	●	●				●			●		
<b>Range of Reading and Level of Text Complexity</b>																	
10. With prompting and support, read informational texts appropriately complex for grade 1.																	

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<b>Reading Strand: Foundational Skills</b>																
<b>Print Concepts</b>																
1. Demonstrate understanding of the organization and basic features of print.	●							●							●	
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	●							●							●	
<b>Phonological Awareness</b>																
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).																
a. Distinguish long from short vowel sounds in spoken single-syllable words.																
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.																
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.																
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).																
<b>Phonics and Word Recognition</b>																
3. Know and apply grade-level phonics and word analysis skills in decoding words.																
a. Know the spelling-sound correspondences for common consonant digraphs.																
b. Decode regularly spelled one-syllable words.																
c. Know final -e and common vowel team conventions for representing long vowel sounds.																
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables																

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<p>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>																	
<p><b>Fluency</b></p>																	
<p>4. 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>																	
<p><b>Speaking and Listening</b></p>																	
<p><b>Comprehension and Collaboration</b></p>																	
<p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</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>																	

# Alignment of Writing Strategies with Selected Common Core Standards

# Grade 1—Reading & Language

Updated: July 16, 2012

<p style="text-align: center;"><b>Strategies</b> →</p> <p style="text-align: center;">↓ <b>Common Core Stds</b></p>	<p style="text-align: center;"><b>Essential Questions</b> <b>Identify / Restate</b></p>	<p style="text-align: center;">A-Z</p>	<p style="text-align: center;">Clustering</p>	<p style="text-align: center;">Metacognition</p>	<p style="text-align: center;">Morphology</p>	<p style="text-align: center;">Acrostic</p>	<p style="text-align: center;">Diamante</p>	<p style="text-align: center;">Sentence Expansion</p>	<p style="text-align: center;">Defining Format</p>	<p style="text-align: center;">SWBST: Outline, Summary, Retelling</p>	<p style="text-align: center;">Narrative</p>	<p style="text-align: center;">Venn Diagram</p>	<p style="text-align: center;">Essays: Personal, Explanatory, Persuasive</p>	<p style="text-align: center;">Question, Short Answer, Why?</p>	<p style="text-align: center;">Conventions</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>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><b>Presentation of Knowledge and Ideas</b></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 on page 26 for specific expectations.)</p>	●	●	●	●											●		
<p><b>Language Strand</b></p>																	
<p><b>Conventions of Standard English</b></p>																	
<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>e. Use verbs to convey a sense of past, present, &amp; future (e.g.,</p>	●	●	●		●					●					●		

# Alignment of Writing Strategies with Selected Common Core Standards

# Grade 1—Reading & Language

Updated: July 16, 2012

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<p><i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</i></p>																
<p>f. Use frequently occurring adjectives.</p>	●	●	●	●	●	●	●	●	●	●	●		●		●	
<p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p>	●	●	●		●					●					●	
<p>h. Use determiners (e.g., articles, demonstratives).</p>	●	●	●		●										●	
<p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p>	●	●	●	●	●	●		●							●	
<p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	●	●		●	●	●		●							●	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
<p>a. Capitalize dates and names of people.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
<p>b. Use end punctuation for sentences.</p>	●			●		●		●	●	●	●	●	●	●	●	
<p>c. Use commas in dates and to separate single words in a series.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
<p>e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
<p>f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
<p><b>Knowledge of Language</b></p>																
<p>3. (Begins in grade 2)</p>																
<p><b>Vocabulary Acquisition and Use</b></p>																
<p>4. Determine or clarify the meaning of</p>																

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# Grade 1—Reading & Language

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<p>unknown and multiple-meaning words and phrases based on grade 1 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. Use frequently occurring affixes as a clue to the meaning of a word.</p>																
<p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>																
<p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>																
<p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	●	●	●						●			●			●	
<p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p>	●	●	●		●			●	●						●	
<p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	●	●	●	●	●			●							●	
<p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	

# Alignment of Writing Strategies with Selected Common Core Standards

# Grade 1—Reading & Language

Updated: July 16, 2012

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# Alignment of Writing Strategies with Selected Common Core Standards

# Grade 2—Reading & Language

Updated: July 16, 2012

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<b>Reading for Literature</b>																
<b>Key Ideas and Details</b>																
1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	●	●	●	●	●	●	●	●			●			●	●	
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.	●	●	●	●	●	●	●	●		●	●				●	
<b>Craft and Structure</b>																
4. Describe how words & phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm & 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.	●	●	●		●					●		●			●	
<b>Integration of Knowledge and Ideas</b>																
7. Use information gained from the illustrations & words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	●	●						●		●		●			●	
8. (Not applicable to literature)																
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	●	●	●	●	●	●	●					●			●	
<b>Range of Reading and Level of Text Complexity</b>																



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# Grade 2—Reading & Language

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<p>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.</p>																	
<p><b>Reading for Informational Text</b></p>																	
<p><b>Key Ideas and Details</b></p>																	
<p>1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p>	●	●	●	●	●	●	●	●						●			
<p>2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within texts.</p>	●	●	●	●	●			●						●			
<p>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</p>	●	●	●	●	●		●	●			●			●	●		
<p><b>Craft and Structure</b></p>																	
<p>4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topics or subject area</i>.</p>	●	●	●	●	●			●	●					●	●		
<p>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.</p>	●														●		
<p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	●		●	●					●	●				●	●		
<p><b>Integration of Knowledge and Ideas</b></p>																	
<p>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to &amp; clarify 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>	●	●	●	●	●							●			●		

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# Grade 2—Reading & Language

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<p><b>Range of Reading and Level of Text Complexity</b></p>																	
<p>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.</p>																	
<p><b>Reading Strand: Foundational Skill</b></p>																	
<p><b>Phonics and Word Recognition</b></p>																	
<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>																	
<p><b>Fluency</b></p>																	
<p>2. 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>																	

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<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>																	
<p><b>Speaking and Listening Strand</b></p>																	
<p><b>Comprehension and Collaboration</b></p>																	
<p>1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</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 a text read aloud or information presented orally or through other media.</p>																	
<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.</p>																	
<p><b>Presentation of Knowledge and Ideas</b></p>																	
<p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>																	
<p>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.</p>	●	●	●	●	●			●							●		

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<p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)</p>	●	●	●	●	●			●							●		
<b>Language Strand</b>																	
<b>Conventions of Standard English</b>																	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
<p>a. Use collective nouns (e.g., <i>Group</i>)</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
<p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
<p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
<p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p>	●	●	●		●			●		●				●	●		
<p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
<p>f. Produce, expand and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	●	●		●	●	●		●							●		
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		

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# Grade 2—Reading & Language

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a. Capitalize holidays, product names, and geographic names.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
b. Use commas in greetings and closings of letters.	●	●		●	●										●		
c. Use apostrophe to form contractions and frequently occurring possessives.	●	●													●		
d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
3. Use knowledge of language and its conventions when writing, speaking, reading or listening.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
a. Compare formal and informal uses of English	●											●			●		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 2 reading and content</i> , choosing flexibly from an array of strategies.																	
a. Use sentence-level context as a clue to the meaning of a word or phrase.																	
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i> ).	●	●		●	●				●						●		
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i> ).	●			●	●										●		
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark</i> ).																	
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.																	

# Alignment of Writing Strategies with Selected Common Core Standards

# Grade 2—Reading & Language

Updated: July 16, 2012

<p style="text-align: center;">Strategies →</p> <p style="text-align: center;">Common Core Stds ↓</p>	<p style="text-align: center;">Essential Questions Identify / Restate</p>	<p style="text-align: center;">A-Z</p>	<p style="text-align: center;">Clustering</p>	<p style="text-align: center;">Metacognition</p>	<p style="text-align: center;">Morphology</p>	<p style="text-align: center;">Acrostic</p>	<p style="text-align: center;">Diamante</p>	<p style="text-align: center;">Sentence Expansion</p>	<p style="text-align: center;">Defining Format</p>	<p style="text-align: center;">SWBST: Outline, Summary, Retelling</p>	<p style="text-align: center;">Narrative</p>	<p style="text-align: center;">Venn Diagram</p>	<p style="text-align: center;">Essays: Personal, Explanatory, Persuasive</p>	<p style="text-align: center;">Question, Short Answer, Why?</p>	<p style="text-align: center;">Conventions</p>		
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p>																	
<p>a. Identify real-life connections between words and their use (e.g., describe words that are <i>spicy</i> or <i>juicy</i>)</p>	●	●	●	●	●			●							●		
<p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hur!</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		