

Common Core State Standards – Kindergarten	Read Aloud! Whole Group (Tier 1)	Read Aloud! Small Group (Tier 2)
Reading Standards for Literature		
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	✓	NA
2. With prompting and support, retell familiar stories, including key details	✓	NA
3. With prompting and support, identify characters, settings, and major events in a story.	✓	NA
Craft and Structure		
4. Ask and answer questions about unknown words in a text.	✓	NA
5. Recognize common types of texts (e.g., storybooks, poems).	✓	NA
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	✓	NA
Integration of Knowledge and Ideas		
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).	✓	NA
8. [Not applicable to literature]	NA	NA
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	✓	NA

Common Core State Standards – Kindergarten	Read Aloud! Whole Group (Tier 1)	Read Aloud! Small Group (Tier 2)
Range of Reading and Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	Note: Read alouds are used to expose students to a range of texts with varying complexity. Students can apply the comprehension strategies learned during read alouds when reading prose and poetry of appropriate complexity for kindergarten.	NA
Reading Standards for Informational Text		
Key Ideas and Details		
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.	✓	✓
Craft and Structure		
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.	✓	✓

Common Core State Standards – Kindergarten	Read Aloud! Whole Group (Tier 1)	Read Aloud! Small Group (Tier 2)
Integration of Knowledge and Ideas		
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).	✓	✓
Range of Reading and Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	Note: Read alouds are used to expose students to a range of texts with varying complexity. Students can apply the comprehension strategies learned during read alouds when reading prose and poetry of appropriate complexity for kindergarten.	
Writing Standards		
Text Types and Purposes		
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).	Note: Literature and informational text comprehension frameworks (e.g., Story Retell, K-W-L) from the Read Aloud! whole group and small group programs can be applied to writing instruction. For example, the retell sheets used with story and informational text can also be used to plan, write, edit, and revise <i>written</i> retells (versus oral/signed retells).	
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.		
Production and Distribution of Writing		
4. (Begins in third grade)	NA	NA

Common Core State Standards – Kindergarten	Read Aloud! Whole Group (Tier 1)	Read Aloud! Small Group (Tier 2)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Read Aloud! Note: Literature and informational text comprehension frameworks (e.g., Story Retell, K-W-L) from the Read Aloud! whole group and small group programs can be applied to writing instruction. For example, the retell sheets used with story and informational text can also be used to plan, write, edit, and revise <i>written</i> retells (versus oral/signed retells).	
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		
Research to Build and Present Knowledge		
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Read Aloud! Note: Literature and informational text comprehension frameworks (e.g., Story Retell, K-W-L) from the Read Aloud! whole group and small group programs can be applied to writing instruction. For example, the retell sheets used with story and informational text can also be used to plan, write, edit, and revise <i>written</i> retells (versus oral/signed retells).	
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
9. (Begins in fourth grade)	NA	NA
Range of Writing		
10. (Begins in third grade)	NA	NA
Speaking and Listening Standards		
Comprehension and Collaboration		
1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. 	✓	✓

Common Core State Standards – Kindergarten	Read Aloud! Whole Group (Tier 1)	Read Aloud! Small Group (Tier 2)
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.	✓	✓
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	✓	✓
Presentation of Knowledge and Ideas		
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	✓	✓
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	✓	✓
6. Speak audibly and express thoughts, feelings, and ideas clearly.	✓	✓
Language Standards		
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <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; 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. 	✓	✓

Common Core State Standards – Kindergarten	Read Aloud! Whole Group (Tier 1)	Read Aloud! Small Group (Tier 2)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun <i>I</i> b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	NA	NA
Knowledge of Language		
3. (Begins in second grade)	NA	NA
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <ul style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -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. <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). 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. 	✓	✓

Common Core State Standards – Kindergarten	Read Aloud! Whole Group (Tier 1)	Read Aloud! Small Group (Tier 2)
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	✓	✓

Common Core State Standards – First Grade	Read Aloud! Whole Group (Tier 1)	Read Aloud! Small Group (Tier 2)
Reading Standards for Literature		
Key Ideas and Details		
1. Ask and answer questions about key details in a text.	✓	NA
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	✓	NA
3. Describe characters, settings, and major events in a story, using key details.	✓	NA
Craft and Structure		
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.	✓	NA
6. Identify who is telling the story at various points in a text.	✓	NA
Integration of Knowledge and Ideas		
7. Use illustrations and details in a story to describe its characters, setting, or events.	✓	NA
8. [Not applicable to literature]	NA	NA
9. Compare and contrast the adventures and experiences of characters in stories.	✓	NA

Common Core State Standards – First Grade	Read Aloud! Whole Group (Tier 1)	Read Aloud! Small Group (Tier 2)
Range of Reading and Text Complexity		
10. With prompting and support, read prose and poetry of appropriate complexity for first grade.	Note: Read alouds are used to expose students to a range of texts with varying complexity. Students can apply the comprehension strategies learned during read alouds when reading prose and poetry of appropriate complexity for first grade.	NA
Reading Standards for Informational Text		
Key Ideas and Details		
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.	✓	✓
Craft and Structure		
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.	✓	✓

Common Core State Standards – First Grade	Read Aloud! Whole Group (Tier 1)	Read Aloud! Small Group (Tier 2)
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	✓	✓
Integration of Knowledge and Ideas		
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 and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	✓	✓
Range of Reading and Text Complexity		
10. With prompting and support, read informational texts appropriately complex for first grade.	Read Aloud! Note: Read alouds are used to expose students to a range of texts with varying complexity. Students can apply the comprehension strategies learned during read alouds when reading prose and poetry of appropriate complexity for first grade.	
Writing Standards		
Text Types and Purposes		
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.	Read Aloud! Note: Literature and informational text comprehension frameworks (e.g., Story Retell, K-W-L) from the Read Aloud! whole group and small group programs can be applied to writing instruction. For example, the retell sheets used with story and informational text can also be used to plan, write, edit, and revise <i>written</i> retells (versus oral/signed retells).	
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		
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.		

Common Core State Standards – First Grade	Read Aloud! Whole Group (Tier 1)	Read Aloud! Small Group (Tier 2)
Production and Distribution of Writing		
4. (Begins in third grade)	NA	NA
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. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Read Aloud! Note: Literature and informational text comprehension frameworks (e.g., Story Retell, K-W-L) from the Read Aloud! whole group and small group programs can be applied to writing instruction. For example, the retell sheets used with story and informational text can also be used to plan, write, edit, and revise <i>written</i> retells (versus oral/signed retells).	
Research to Build and Present Knowledge		
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). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Read Aloud! Note: Literature and informational text comprehension frameworks (e.g., Story Retell, K-W-L) from the Read Aloud! whole group and small group programs can be applied to writing instruction. For example, the retell sheets used with story and informational text can also be used to plan, write, edit, and revise <i>written</i> retells (versus oral/signed retells).	
9. (Begins in fourth grade)	NA	NA
Range of Writing		
10. (Begins in third grade)	NA	NA

Common Core State Standards – First Grade	Read Aloud! Whole Group (Tier 1)	Read Aloud! Small Group (Tier 2)
Speaking and Listening Standards		
Comprehension and Collaboration		
1. Participate in collaborative conversations with diverse partners about first grade topics and texts with peers and adults in small and larger groups. c. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). d. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. e. Ask questions to clear up any confusion about the topics and texts under discussion.	✓	✓
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	✓	✓
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	✓	✓
Presentation of Knowledge and Ideas		
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	✓	✓
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	✓	✓
6. Produce complete sentences when appropriate to task and situation. (See first grade language standards 1 and 3 on page 26 for specific expectations.)	✓	✓
Language Standards		
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. a. Use common, proper, and possessive nouns. b. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). c. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).	✓	✓

Common Core State Standards – First Grade	Read Aloud! Whole Group (Tier 1)	Read Aloud! Small Group (Tier 2)
<ul style="list-style-type: none"> d. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). e. Use frequently occurring adjectives. f. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). g. Use determiners (e.g., articles, demonstratives). h. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). i. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 		
<p>2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> 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. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	NA	NA
Knowledge of Language		
3. (Begins in second grade)	NA	NA
Vocabulary Acquisition and Use		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>first grade reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). 	✓	✓

Common Core State Standards – First Grade	Read Aloud! Whole Group (Tier 1)	Read Aloud! Small Group (Tier 2)
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> 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 <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). 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. 	✓	✓
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>).	✓	✓

Common Core State Standards – Second Grade	Read Aloud! Whole Group (Tier 1)	Read Aloud! Small Group (Tier 2)
Reading Standards for Literature		
Key Ideas and Details		
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	✓	NA
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	✓	NA
3. Describe how characters in a story respond to major events and challenges.	✓	NA
Craft and Structure		
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	✓	NA
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	✓	NA
Integration of Knowledge and Ideas		
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	✓	NA
8. [Not applicable to literature]	NA	NA
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	✓	NA

Common Core State Standards – Second Grade	Read Aloud! Whole Group (Tier 1)	Read Aloud! Small Group (Tier 2)
Range of Reading and Text Complexity		
<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>Note: Read alouds are used to expose students to a range of texts with varying complexity. Students can apply the comprehension strategies learned during read alouds when reading prose and poetry of appropriate complexity for second grade.</p>	<p>NA</p>
Reading Standards for Informational Text		
Key Ideas and Details		
1. Ask and answer such questions as <i>who, what, where, when, 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.	✓	✓
Craft and Structure		
4. Determine the meaning of words and phrases in a text relevant to a <i>second grade topic or subject area</i> .	✓	✓

Common Core State Standards – Second Grade	Read Aloud! Whole Group (Tier 1)	Read Aloud! Small Group (Tier 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.	✓	✓
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	✓	✓
Integration of Knowledge and Ideas		
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	✓	✓
8. Describe how reasons support specific points the author makes in a text	✓	✓
9. Compare and contrast the most important points presented by two texts on the same topic.	✓	✓
Range of Reading and Text Complexity		
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.	Note: Read alouds are used to expose students to a range of texts with varying complexity. Students can apply the comprehension strategies learned during read alouds when reading prose and poetry of appropriate complexity for second grade.	
Writing Standards		
Text Types and Purposes		
1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	Note: Literature and informational text comprehension frameworks (e.g., Story Retell, K-W-L) from the Read Aloud! whole group and small group programs can be applied to writing	
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.		

Common Core State Standards – Second Grade	Read Aloud! Whole Group (Tier 1)	Read Aloud! Small Group (Tier 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.		instruction. For example, the retell sheets used with story and informational text can also be used to plan, write, edit, and revise <i>written</i> retells (versus oral/signed retells).
Production and Distribution of Writing		
4. (Begins in third grade)	NA	NA
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Read Aloud! Note: Literature and informational text comprehension frameworks (e.g., Story Retell, K-W-L) from the Read Aloud! whole group and small group programs can be applied to writing instruction. For example, the retell sheets used with story and informational text can also be used to plan, write, edit, and revise <i>written</i> retells (versus oral/signed retells).	
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		
Research to Build and Present Knowledge		
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).	Read Aloud! Note: Literature and informational text comprehension frameworks (e.g., Story Retell, K-W-L) from the Read Aloud! whole group and small group programs can be applied to writing instruction. For example, the retell sheets used with story and informational text can also be used to plan, write, edit, and revise <i>written</i> retells (versus oral/signed retells).	
8. Recall information from experiences or gather information from provided sources to answer a question.		
9. (Begins in fourth grade)	NA	NA

Common Core State Standards – Second Grade	Read Aloud! Whole Group (Tier 1)	Read Aloud! Small Group (Tier 2)
Range of Writing		
10. (Begins in third grade)	NA	NA
Speaking and Listening Standards		
Comprehension and Collaboration		
1. Participate in collaborative conversations with diverse partners about <i>second grade topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> 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). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 	✓	✓
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	✓	✓
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.	✓	✓
Presentation of Knowledge and Ideas		
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	✓	✓
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.	✓	✓
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See second grade Language standards 1 and 3 for specific expectations.)	✓	✓

Common Core State Standards – Second Grade	Read Aloud! Whole Group (Tier 1)	Read Aloud! Small Group (Tier 2)
Language Standards		
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Use collective nouns (e.g., <i>group</i>) b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. 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>). 	✓	✓
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> □ <i>badge</i>; <i>boy</i> □ <i>boil</i>). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	NA	NA
Knowledge of Language		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Compare formal and informal uses of English. 	NA	NA

Common Core State Standards – Second Grade	Read Aloud! Whole Group (Tier 1)	Read Aloud! Small Group (Tier 2)
Vocabulary Acquisition and Use		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on second grade reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <ul style="list-style-type: none"> 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</i> or <i>unhappy</i>, <i>tell</i> or <i>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</i>, <i>additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 	✓	✓
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>). 	✓	✓
<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>	✓	✓