

| K-2 College and Career Readiness Anchor Standard | Kindergarten | | First | | Second | |
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| Key Ideas and Details | | | | | | | |
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| CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | RL.K.1 With prompting and support, ask and answer questions about key details in a text. | With assistance, students will understand what key details are and be able to ask and answer questions about them. They need to put key details in sequential order to retell a story they know. They also have to be able to recognize and name elements in a story. | RL.1.1 Ask and answer questions about key details in a text. | First grade students continue to build on the skill of asking and answering questions about key details in a text. At this level, students use key details to retell stories in their own words, reveal an understanding about the central message of the text, and tell about the story elements. | 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. | Students are required to use textual evidence to support their thinking as they ask and answer general questions. These questions (who, what, when, where, why, and how) focus on what the text says explicitly and include key details. | |
| | CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | RL.K.2 With prompting and support, retell familiar stories, including key details. | Use questions and prompts such as: *Can you tell me what happened at the beginning of the story? What happened after that? What happened at the end of the story? *Can you find the part that tells where the story takes place (picture or words)? Who was in the story? *Can you find (picture or words) this character? | RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. | Use questions and prompts such as: *Can you tell me what happened in the story at the beginning? What happened after that? What happened at the end of the story? *Can you tell me where the story took place? *Can you tell me the important things that happened in the story? *Who are the characters in the story? What do you know about them? | RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | Students are required to retell stories and determine the central message using literature from diverse cultures, including folktales and fables. Students begin to understand that characters are people who are involved in a story. Character development is discussed in terms of the characters' reaction to what is taking place in the story. |
| | CCRA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | RL.K.3 With prompting and support, identify characters, settings, and major events in a story. | RL.1.3 Describe characters, settings, and major events in a story, using key details. | RL.2.3 Describe how characters in a story respond to major events and challenges. | Use questions and prompts such as: *Who are the characters in the story? What are the most important events that happened in the story? How do you know? *What lesson is this story teaching you? *How did the characters solve the problem in this story? | | |

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Craft and Structure

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| CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | RL.K.4 Ask and answer questions about unknown words in a text. | Students in kindergarten should be able to recognize a story, a poem, a book, and other forms of text. At this level, they ask and answer questions about words they do not know across various kinds of texts by using story context. Kindergarten students also identify the author and illustrator of a story and the part each plays in telling the story. Use questions and prompts such as: *What can you do when you come to a word you do not know? (use context) *Can you tell me what kind of book this is? How do you know? *Who is the author? What is his/her job? *Who is the illustrator? What is his/her job? | RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | First grade students begin to look at how words are used in a text by naming words and phrases that contribute to the feeling of the poem or story. They should understand the difference between books that tell stories and books that provide information. First grade students should be able to name who is telling the story. Use questions and prompts such as: *Can you find the feeling words in this poem/story? *Is this book an informational book or a story book? How do you know? *Who is telling the story in this part of the book? | 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. | Students are required to tell how words and phrases provide meaning to a story, poem, or song. They begin to understand story structure by explaining how the introduction is the beginning and the conclusion is where the action ends. Students at this level begin to understand how characters' points of view differ. As students read orally, they should read using different voices for different characters. Use questions and prompts such as: *Describe the parts of a story (beginning and end). *Which parts of this poem rhyme? Can you find the part that shows the beat? Can you find a part that has alliteration? *How are the characters thinking/feeling about this event? Are the characters thinking the same way about...? *Think about this character. How would this character say this part? |
| | RL.K.5 Recognize common types of texts (e.g., storybooks, poems). | | 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. | | RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | |
| | 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. | | RL.1.6 Identify who is telling the story at various points in a text. | | 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. | |

Integration of Knowledge and Ideas

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| CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, | RL.K.7 With prompting and support, describe the relationship between illustrations and the story | With assistance, students will understand the relationship between illustrations and the story | RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. | Students are required to use pictures and details in a story to tell about characters, setting, and | RL.2.7 Use information gained from the illustrations and words in a print or digital | Students are required to use information from pictures, print, or digital text to show they |
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| including visually and quantitatively, as well as in words. | in which they appear (e.g., what moment in a story an illustration depicts). | and how the illustrations help explain the story. Students will look for similarities and differences in characters' experiences within stories they know. Use questions and prompts such as: *Look at the picture. Can you tell me what is happening in the story? | | events. They continue to build on character development by looking at similarities and differences in characters' experiences in stories. Use questions and prompts such as: *Can you find an illustration or part that shows the main character? | text to demonstrate understanding of its characters, setting, or plot. | understand characters, setting and plot. They read versions of the same story and find similarities and differences. |
| | CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | RL.K.8 (Not applicable to literature) | How does the picture help you? *What is the same about the characters in the two stories? What is different? *How did the characters solve the problem in the two stories? Did they solve the problem in the same way? | RL.1.18 (Not applicable to literature) | *Can you find an illustration or part that shows the setting? *Can you find an illustration or part that shows the problem in the story? *What is the same about the characters in the two stories? What is different? *What happened to the characters that is the same? What is different? *Did the characters solve the problem in different ways? If so, how? | RL.2.8 (Not applicable to literature) |
| CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | | RL.1.9 Compare and contrast the adventures and experiences of characters in stories. | | RL.2.19 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | |
| Range of reading and Level of text Complexity | | | | | | |
| CCRA.R.10 Read and comprehend complex literary and informational texts in dependently and proficiently. | RL.K.10 Actively engage in group reading activities with purpose and understanding. | Actively engaged students are responsible for their own learning. "The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade "staircase" of increasing text | RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. | With assistance, students are required to read prose and poetry at the text complexity for grade 1. Prose is writing that is not poetry. "The Reading standards place equal emphasis on the sophistication of what students read and the skill | 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. | With assistance as needed, students are required to read proficiently and understand various types of literature for the 2-3 text complexity band. "The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. |

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| | | <p>complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts."</p> <p>"Students also acquire the habits of reading independently and closely, which are essential to their future success."</p> <p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p> | | <p>with which they read. Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts."</p> <p>"Students also acquire the habits of reading independently and closely, which are essential to their future success."</p> <p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It</p> | | <p>Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts."</p> <p>"Students also acquire the habits of reading independently and closely, which are essential to their future success."</p> <p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text</p> |
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