

K-2 College and Career Readiness Anchor Standard	Kindergarten		First		Second	
	STANDARD	ANNOTATED	STANDARD	ANNOTATED	STANDARD	ANNOTATED

Key Ideas and Details							
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.	RI.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 should be able to state the main idea in their own words. At this level, students are required to tell how two individuals, events, ideas or information are linked together. Use questions and prompts such as: *Using what you read, write (dictate or draw) or ask your own questions about an important idea from this text. *What is the main idea of this text? *Can you find one of the important ideas in this text? Can you find another important idea? *Can you tell me how these two ideas are the same? Can you tell me how they are different?	RI.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. 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 the important things that happened in the story? *Who are the characters in the story? What do you know about them?	RI.2.1 Ask and answer 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 ask and answer general questions about key details using who, what, when, where, why, and how. They are required to be able to read several paragraphs and identify the main idea. Along with recognizing main idea, students need to be able to understand the overall focus of a text with several paragraphs. Students at this level are required to describe how historical events, scientific ideas or "how to" procedures are linked together in a text. Use questions and prompts such as: *Think about what you read and create your own questions (using who, what, when, where, why, and/or how) about an important idea in this text. *What is the main idea of this text? *What are the important ideas in this text? How do you know? *Which step comes first? After that? *What happened first?	
	CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		RI.K.2 With prompting and support, identify the main topic and retell key details of a text.		RI.1.2 Identify the main topic and retell key details of a text.		RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
	CCRA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of		RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.		RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a

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	information in a text.				text.	After that? *Can you tell me how these ideas are the same? Can you tell me how they are different?

Craft and Structure						
CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative,	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.		RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	

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<p>and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</p>		<p>With assistance, students should understand how a piece of informational text is structured. At this level, students ask and answer questions about words they do not know; they can identify the main print concepts/features of a book and understand the roles of both author and illustrator.</p> <p>Use questions and prompts such as:</p> <p>*What do you do when you come to a word you do not know? What can help you? (glossary, use context)</p> <p>*What is the job of the author?</p> <p>*What is the job of the illustrator?</p> <p>*Show me the front of the book.</p> <p>*Show me the back of the book.</p>		<p>First grade students should use the skill of asking and answering questions to help them understand what words and phrases mean in the text. Students at this level should understand how to use text features to help them understand the text and be able to tell the difference between what information can be gained by examining the pictures and what can be gained from examining the words. Use questions and prompts such as:</p> <p>*What features in the text help you find important information?</p> <p>*How do the headings help you understand the text?</p> <p>*What does the table of contents help you to know?</p> <p>*Can you tell me what is different about what the picture shows and what the words say about...?</p>		<p>Students are required to find out word meanings and phrases that are specific to grade 2. As students continue to build the skill of using text features to find information with proficiency, they need to be able to use captions, bold print, subheadings, glossaries, electronic menus, icons, etc. to analyze the text information. Students are required to tell the main purpose of a text according to what the author wants the reader to know. Use questions and prompts such as:</p> <p>*What features in the text help you find important information about what you are reading?</p> <p>*How do the subheadings help you understand what you are reading?</p> <p>*How does the glossary help you?</p> <p>*How does bold print help you?</p> <p>*Why do you think the author wrote this text?</p> <p>*What does the author want you to learn from this text?</p>
	<p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p>		<p>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.</p>		<p>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.</p>	
	<p>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.</p>		<p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>		<p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	

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Integration of Knowledge and Ideas							
CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.K.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).	With assistance, students will understand how illustrations help explain the text and discuss similarities and differences in two texts that share the same main idea. At this level, students should also develop the ability to recognize the author's reasoning by finding support within the text. Use questions and prompts such as: *Look at this picture. Can you tell how the author uses this picture to help you understand the topic? *What does this picture add to your thinking about what you (we) read? *Can you find the reason why the author thinks that...? Can you find the reason why the author believes...? *How are these two books showing the same topic in different ways?	RI.1.7 Use the illustrations and details in a text to describe its key ideas.	Students are required to use pictures and details in a story to tell about characters, setting, and 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? *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?	RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Students are required to use information from pictures, print, or digital text to show they understand characters, setting and plot. They read versions of the same story and find similarities and differences. Use questions and prompts such as: *What do the illustrations tell you about the setting? *Can you find an illustration that tells you how a character is feeling? *What is the same about the characters in the two stories? What is different? *What happened to the characters that is the same? What happened that is different? *Look at these two stories. How did the authors solve the same problem in different ways?	
	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.		RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.		RI.1.8 Identify the reasons an author gives to support points in a text.		RI.2.8 Describe how reasons support specific points the author makes in a text.
	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.		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).		RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		9 RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of reading and Level of text Complexity						
CCRA.R.10 Read and comprehend complex literary and	RI.K.10 Actively engage in group reading activities with purpose and	Actively engaged students are responsible for their own learning.	RI.1.10 With prompting and support, read informational texts	With assistance, students are required to read prose and poetry at the text	RI.2.10 By the end of the year, read and comprehend informational	

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informational texts in dependently and proficiently.	understanding.	<p>“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 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</p>	appropriately complex for grade 1.	<p>complexity for grade 1.</p> <p>Prose is writing that is not poetry.</p> <p>“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 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</p>	<p>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>Students are required to read informational text in the grade 2-3 text complexity band proficiently with scaffolding as needed.</p> <p>“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 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</p>

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		the text with minimal clarifications. It should not replace the text by translating its contents for students.		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.		independently and closely, which are essential to their future success." 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.