

Common Core State Standards Alignment

Menu	Common Core State Standards
Chapter 5: Genres	
Menu 1: My Book	R.L.K.1 With prompting and support, ask and answer questions about key details in a text.
	R.L.1.1 Ask and answer questions about key details in a text.
	R.L.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	R.L.K.2 With prompting and support, retell familiar stories, including key details.
	R.L.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
	R.L.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
	R.L.K.3 With prompting and support, identify characters, settings, and major events in a story.
	R.L.1.3 Describe characters, settings, and major events in a story, using key details.
	R.L.2.3 Describe how characters in a story respond to major events and challenges.
	R.L.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
	R.L.1.6 Identify who is telling the story at various points in a text.
R.L.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.	

Menu	Common Core State Standards
Menu 1: My Book, <i>continued</i>	R.L.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
	R.L.1.9 Compare and contrast the adventures and experiences of characters in stories.
	R.L.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
	R.L.K.10 Actively engage in group reading activities with purpose and understanding.
	R.I.K.1 With prompting and support, ask and answer questions about key details in a text.
	R.I.1.1 Ask and answer questions about key details in a text.
	R.I.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	R.I.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
	R.I.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
	R.I.K.10 Actively engage in group reading activities with purpose and understanding.
	R.F.K.1 Demonstrate understanding of the organization and basic features of print.
	R.F.1.1 Demonstrate understanding of the organization and basic features of print.
	R.F.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	R.F.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	R.F.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	R.F.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	R.F.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	R.F.K.4 Read emergent-reader texts with purpose and understanding.
	R.F.1.4 Read with sufficient accuracy and fluency to support comprehension.
	R.F.2.4 Read with sufficient accuracy and fluency to support comprehension.
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	
W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	

Menu	Common Core State Standards
Menu 1: My Book, <i>continued</i>	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	SL.2.5 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.
	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
	SL.1.6 Produce complete sentences when appropriate to task and situation.
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	

Differentiating Instruction With Menus for the Inclusive Classroom: Language Arts • Grades K–2

Menu	Common Core State Standards
Menu 2: Caldecott Winners	R.L.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	R.L.K.2 With prompting and support, retell familiar stories, including key details.
	R.L.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
	R.L.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
	R.L.K.3 With prompting and support, identify characters, settings, and major events in a story.
	R.L.1.3 Describe characters, settings, and major events in a story, using key details.
	R.L.2.3 Describe how characters in a story respond to major events and challenges.
	R.L.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
	R.L.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
	R.L.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
	R.L.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
	R.L.K.10 Actively engage in group reading activities with purpose and understanding.
	R.I.K.5 Identify the front cover, back cover, and title page of a book.
	R.I.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.
	R.I.K.10 Actively engage in group reading activities with purpose and understanding.
	R.F.K.1 Demonstrate understanding of the organization and basic features of print.
	R.F.1.1 Demonstrate understanding of the organization and basic features of print.
	R.F.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	R.F.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	R.F.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	R.F.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	R.F.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	R.F.K.4 Read emergent-reader texts with purpose and understanding.
	R.F.1.4 Read with sufficient accuracy and fluency to support comprehension.
R.F.2.4 Read with sufficient accuracy and fluency to support comprehension.	

Menu	Common Core State Standards
Menu 2: Caldecott Winners, <i>continued</i>	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
	W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
	SL.1.6 Produce complete sentences when appropriate to task and situation.
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

Menu	Common Core State Standards
Menu 2: Caldecott Winners, <i>continued</i>	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Menu 3: Parts of a Book	R.L.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
	R.I.K.5 Identify the front cover, back cover, and title page of a book.
	R.I.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.
	R.I.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.
	R.F.K.1 Demonstrate understanding of the organization and basic features of print.
	R.F.1.1 Demonstrate understanding of the organization and basic features of print.
	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Menu	Common Core State Standards
Menu 3: Parts of a Book, <i>continued</i>	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
	SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
	SL.2.3 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.
	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	SL.2.5 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.
	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
	SL.1.6 Produce complete sentences when appropriate to task and situation.
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Menu 4: Nonfiction or Informational Text	R.L.K.1 With prompting and support, ask and answer questions about key details in a text.
	R.L.1.1 Ask and answer questions about key details in a text.
	R.L.K.4 Ask and answer questions about unknown words in a text.
	R.L.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
	R.L.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.
	R.L.K.10 Actively engage in group reading activities with purpose and understanding.

Menu	Common Core State Standards
Menu 4: Nonfiction or Informational Text, <i>continued</i>	R.I.K.1 With prompting and support, ask and answer questions about key details in a text.
	R.I.1.1 Ask and answer questions about key details in a text.
	R.I.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	R.I.K.2 With prompting and support, identify the main topic and retell key details of a text.
	R.I.1.2 Identify the main topic and retell key details of a text.
	R.I.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
	R.I.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
	R.I.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
	R.I.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
	R.I.K.4 With prompting and support, ask and answer questions about unknown words in a text.
	R.I.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
	R.I.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
	R.F.K.1 Demonstrate understanding of the organization and basic features of print.
	R.F.1.1 Demonstrate understanding of the organization and basic features of print.
	R.F.K.4 Read emergent-reader texts with purpose and understanding.
	R.F.1.4 Read with sufficient accuracy and fluency to support comprehension.
	R.F.2.4 Read with sufficient accuracy and fluency to support comprehension.
	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	
W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	

Menu	Common Core State Standards
Menu 4: Nonfiction or Informational Text, <i>continued</i>	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
	SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
	SL.2.3 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.
	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	SL.2.5 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.
	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
	SL.1.6 Produce complete sentences when appropriate to task and situation.
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	

Menu	Common Core State Standards
Menu 4: Nonfiction or Informational Text, <i>continued</i>	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
	L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
	L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
Menu 5: Alphabet Books	R.L.K.1 With prompting and support, ask and answer questions about key details in a text.
	R.L.1.1 Ask and answer questions about key details in a text.
	R.L.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	R.L.K.4 Ask and answer questions about unknown words in a text.
	R.L.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
	R.L.K.10 Actively engage in group reading activities with purpose and understanding.
	R.I.K.1 With prompting and support, ask and answer questions about key details in a text.
	R.I.1.1 Ask and answer questions about key details in a text.
	R.I.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
	R.I.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
	R.I.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
	R.I.K.4 With prompting and support, ask and answer questions about unknown words in a text.
	R.I.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
	R.I.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
	R.I.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.
	R.I.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
	R.I.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
	R.I.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).

Menu	Common Core State Standards
Menu 5: Alphabet Books, <i>continued</i>	R.I.1.7 Use the illustrations and details in a text to describe its key ideas.
	R.I.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
	R.I.K.10 Actively engage in group reading activities with purpose and understanding.
	R.F.K.1 Demonstrate understanding of the organization and basic features of print.
	R.F.1.1 Demonstrate understanding of the organization and basic features of print.
	R.F.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	R.F.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	R.F.K.4 Read emergent-reader texts with purpose and understanding.
	R.F.1.4 Read with sufficient accuracy and fluency to support comprehension.
	R.F.2.4 Read with sufficient accuracy and fluency to support comprehension.
	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
	W.1.7 Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).
	W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
	SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.2.3 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.	
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	

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Menu	Common Core State Standards
Menu 5: Alphabet Books, <i>continued</i>	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
	SL.1.6 Produce complete sentences when appropriate to task and situation.
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Menu 6: My Chapter Book	R.L.K.1 With prompting and support, ask and answer questions about key details in a text.
	R.L.1.1 Ask and answer questions about key details in a text.
	R.L.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	R.L.K.2 With prompting and support, retell familiar stories, including key details.
	R.L.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
	R.L.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
	R.L.K.3 With prompting and support, identify characters, settings, and major events in a story.
	R.L.1.3 Describe characters, settings, and major events in a story, using key details.
	R.L.2.3 Describe how characters in a story respond to major events and challenges.
	R.L.K.4 Ask and answer questions about unknown words in a text.
	R.L.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
	R.L.1.6 Identify who is telling the story at various points in a text.
	R.L.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.
	R.L.K.10 Actively engage in group reading activities with purpose and understanding.
R.I.K.1 With prompting and support, ask and answer questions about key details in a text.	

Menu	Common Core State Standards
Menu 6: My Chapter Book, <i>continued</i>	R.I.1.1 Ask and answer questions about key details in a text.
	R.I.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	R.I.K.2 With prompting and support, identify the main topic and retell key details of a text.
	R.I.1.2 Identify the main topic and retell key details of a text.
	R.I.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
	R.I.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
	R.I.K.4 With prompting and support, ask and answer questions about unknown words in a text.
	R.I.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
	R.I.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
	R.F.K.1 Demonstrate understanding of the organization and basic features of print.
	R.F.1.1 Demonstrate understanding of the organization and basic features of print.
	R.F.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	R.F.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	R.F.K.4 Read emergent-reader texts with purpose and understanding.
	R.F.1.4 Read with sufficient accuracy and fluency to support comprehension.
	R.F.2.4 Read with sufficient accuracy and fluency to support comprehension.
	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Menu	Common Core State Standards
Menu 6: My Chapter Book, <i>continued</i>	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
	SL.K.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.
	SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
	SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
	SL.2.3 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.
	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	SL.2.5 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.
	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
	SL.1.6 Produce complete sentences when appropriate to task and situation.
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

Menu	Common Core State Standards
Menu 6: My Chapter Book, <i>continued</i>	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
	L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
	L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	
Menu 7: Fables	R.L.K.1 With prompting and support, ask and answer questions about key details in a text.
	R.L.1.1 Ask and answer questions about key details in a text.
	R.L.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	R.L.K.2 With prompting and support, retell familiar stories, including key details.
	R.L.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
	R.L.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
	R.L.K.3 With prompting and support, identify characters, settings, and major events in a story.
	R.L.1.3 Describe characters, settings, and major events in a story, using key details.
	R.L.2.3 Describe how characters in a story respond to major events and challenges.
	R.L.K.5 Recognize common types of texts (e.g., storybooks, poems).
	R.L.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.
	R.L.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
	R.L.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
	R.L.1.9 Compare and contrast the adventures and experiences of characters in stories.
R.L.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	

Menu	Common Core State Standards
Menu 7: Fables, <i>continued</i>	R.L.K.10 Actively engage in group reading activities with purpose and understanding.
	R.F.K.1 Demonstrate understanding of the organization and basic features of print.
	R.F.1.1 Demonstrate understanding of the organization and basic features of print.
	R.F.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	R.F.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	R.F.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	R.F.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	R.F.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	R.F.K.4 Read emergent-reader texts with purpose and understanding.
	R.F.1.4 Read with sufficient accuracy and fluency to support comprehension.
	R.F.2.4 Read with sufficient accuracy and fluency to support comprehension.
	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
	W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
	W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
	W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	
W.1.7 Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).	

Menu	Common Core State Standards
Menu 7: Fables, <i>continued</i>	W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
	SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
	SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
	SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
	SL.K.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.
	SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	SL.2.5 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.
	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
	SL.1.6 Produce complete sentences when appropriate to task and situation.
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Menu 8: Folk Tales	R.L.K.1 With prompting and support, ask and answer questions about key details in a text.
	R.L.1.1 Ask and answer questions about key details in a text.
	R.L.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	R.L.K.2 With prompting and support, retell familiar stories, including key details.

Menu	Common Core State Standards
Menu 8: Folk Tales, <i>continued</i>	R.L.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
	R.L.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
	R.L.K.3 With prompting and support, identify characters, settings, and major events in a story.
	R.L.1.3 Describe characters, settings, and major events in a story, using key details.
	R.L.2.3 Describe how characters in a story respond to major events and challenges.
	R.L.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
	R.L.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
	R.L.1.6 Identify who is telling the story at various points in a text.
	R.L.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.
	R.L.K.10 Actively engage in group reading activities with purpose and understanding.
	R.I.K.1 With prompting and support, ask and answer questions about key details in a text.
	R.I.1.1 Ask and answer questions about key details in a text.
	R.I.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	R.F.K.1 Demonstrate understanding of the organization and basic features of print.
	R.F.1.1 Demonstrate understanding of the organization and basic features of print.
	R.F.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	R.F.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	R.F.K.4 Read emergent-reader texts with purpose and understanding.
	R.F.1.4 Read with sufficient accuracy and fluency to support comprehension.
	R.F.2.4 Read with sufficient accuracy and fluency to support comprehension.
	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	

Menu	Common Core State Standards
Menu 8: Folk Tales, <i>continued</i>	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
	SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
	SL.2.3 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.
	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	SL.2.5 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.
	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
	SL.1.6 Produce complete sentences when appropriate to task and situation.
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

Differentiating Instruction With Menus for the Inclusive Classroom: Language Arts • Grades K–2

Menu	Common Core State Standards
Menu 8: Folk Tales, <i>continued</i>	L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Menu 9: Fairy Tales	R.L.K.1 With prompting and support, ask and answer questions about key details in a text.
	R.L.1.1 Ask and answer questions about key details in a text.
	R.L.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	R.L.K.2 With prompting and support, retell familiar stories, including key details.
	R.L.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
	R.L.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
	R.L.K.3 With prompting and support, identify characters, settings, and major events in a story.
	R.L.1.3 Describe characters, settings, and major events in a story, using key details.
	R.L.2.3 Describe how characters in a story respond to major events and challenges.
	R.L.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
	R.L.1.6 Identify who is telling the story at various points in a text.
	R.L.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.
	R.L.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
	R.L.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
	R.L.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
	R.L.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
	R.L.1.9 Compare and contrast the adventures and experiences of characters in stories.
	R.L.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
	R.L.K.10 Actively engage in group reading activities with purpose and understanding.
R.F.K.1 Demonstrate understanding of the organization and basic features of print.	

Menu	Common Core State Standards
Menu 9: Fairy Tales, <i>continued</i>	R.F.1.1 Demonstrate understanding of the organization and basic features of print.
	R.F.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	R.F.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	R.F.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	R.F.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	R.F.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	R.F.K.4 Read emergent-reader texts with purpose and understanding.
	R.F.1.4 Read with sufficient accuracy and fluency to support comprehension.
	R.F.2.4 Read with sufficient accuracy and fluency to support comprehension.
	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
	W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
	W.1.7 Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).

Menu	Common Core State Standards
Menu 9: Fairy Tales, <i>continued</i>	W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
	SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
	SL.2.3 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.
	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	SL.2.5 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.
	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
	SL.1.6 Produce complete sentences when appropriate to task and situation.
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
	L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
	L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Menu	Common Core State Standards
Chapter 6: Books	
Menu 1: Amelia Bedelia	R.L.K.1 With prompting and support, ask and answer questions about key details in a text.
	R.L.1.1 Ask and answer questions about key details in a text.
	R.L.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	R.L.K.2 With prompting and support, retell familiar stories, including key details.
	R.L.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
	R.L.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
	R.L.K.3 With prompting and support, identify characters, settings, and major events in a story.
	R.L.1.3 Describe characters, settings, and major events in a story, using key details.
	R.L.2.3 Describe how characters in a story respond to major events and challenges.
	R.L.K.4 Ask and answer questions about unknown words in a text.
	R.L.1.6 Identify who is telling the story at various points in a text.
	R.L.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
	R.L.K.10 Actively engage in group reading activities with purpose and understanding.
	R.F.K.1 Demonstrate understanding of the organization and basic features of print.
	R.F.1.1 Demonstrate understanding of the organization and basic features of print.
	R.F.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	R.F.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	R.F.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	R.F.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	R.F.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	R.F.K.4 Read emergent-reader texts with purpose and understanding.
	R.F.1.4 Read with sufficient accuracy and fluency to support comprehension.
	R.F.2.4 Read with sufficient accuracy and fluency to support comprehension.
	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	

Menu	Common Core State Standards
Menu 1: Amelia Bedelia, <i>continued</i>	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
	W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
	W.1.7 Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).
	W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
	SL.K.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.
	SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	SL.2.5 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.
	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
	SL.1.6 Produce complete sentences when appropriate to task and situation.
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

Menu	Common Core State Standards
Menu 1: Amelia Bedelia, <i>continued</i>	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
	L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
	L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
Menu 2: Frog and Toad are Friends	R.L.K.1 With prompting and support, ask and answer questions about key details in a text.
	R.L.1.1 Ask and answer questions about key details in a text.
	R.L.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	R.L.K.3 With prompting and support, identify characters, settings, and major events in a story.
	R.L.1.3 Describe characters, settings, and major events in a story, using key details.
	R.L.2.3 Describe how characters in a story respond to major events and challenges.
	R.L.1.6 Identify who is telling the story at various points in a text.
	R.L.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.
	R.L.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
	R.L.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
	R.L.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
	R.L.K.10 Actively engage in group reading activities with purpose and understanding.
	R.I.K.1 With prompting and support, ask and answer questions about key details in a text.
	R.I.1.1 Ask and answer questions about key details in a text.
R.I.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	

Menu	Common Core State Standards
Menu 2: Frog and Toad are Friends, <i>continued</i>	R.I.K.2 With prompting and support, identify the main topic and retell key details of a text.
	R.I.1.2 Identify the main topic and retell key details of a text.
	R.F.K.1 Demonstrate understanding of the organization and basic features of print.
	R.F.1.1 Demonstrate understanding of the organization and basic features of print.
	R.F.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	R.F.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	R.F.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	R.F.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	R.F.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	R.F.K.4 Read emergent-reader texts with purpose and understanding.
	R.F.1.4 Read with sufficient accuracy and fluency to support comprehension.
	R.F.2.4 Read with sufficient accuracy and fluency to support comprehension.
	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).
	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	

Menu	Common Core State Standards
Menu 2: Frog and Toad are Friends, <i>continued</i>	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	SL.2.5 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.
	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
	SL.1.6 Produce complete sentences when appropriate to task and situation.
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Menu 3: The Rainbow Fish	R.L.K.1 With prompting and support, ask and answer questions about key details in a text.
	R.L.1.1 Ask and answer questions about key details in a text.
	R.L.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	R.L.K.2 With prompting and support, retell familiar stories, including key details.
	R.L.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
	R.L.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
	R.L.K.3 With prompting and support, identify characters, settings, and major events in a story.
	R.L.1.3 Describe characters, settings, and major events in a story, using key details.
R.L.2.3 Describe how characters in a story respond to major events and challenges.	

Menu	Common Core State Standards
Menu 3: The Rainbow Fish, <i>continued</i>	R.L.K.4 Ask and answer questions about unknown words in a text.
	R.L.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
	R.L.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.
	R.L.K.5 Recognize common types of texts (e.g., storybooks, poems).
	R.L.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.
	R.L.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
	R.L.1.6 Identify who is telling the story at various points in a text.
	R.L.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.
	R.L.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
	R.L.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
	R.L.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
	R.L.K.10 Actively engage in group reading activities with purpose and understanding.
	R.I.K.1 With prompting and support, ask and answer questions about key details in a text.
	R.I.1.1 Ask and answer questions about key details in a text.
	R.I.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	R.I.K.2 With prompting and support, identify the main topic and retell key details of a text.
	R.I.1.2 Identify the main topic and retell key details of a text.
	R.F.K.1 Demonstrate understanding of the organization and basic features of print.
	R.F.1.1 Demonstrate understanding of the organization and basic features of print.
	R.F.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	R.F.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	R.F.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	R.F.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	R.F.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	R.F.K.4 Read emergent-reader texts with purpose and understanding.
	R.F.1.4 Read with sufficient accuracy and fluency to support comprehension.

Menu	Common Core State Standards
Menu 3: The Rainbow Fish, <i>continued</i>	R.F.2.4 Read with sufficient accuracy and fluency to support comprehension.
	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
	SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
	SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
	SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	

Menu	Common Core State Standards
Menu 3: The Rainbow Fish, <i>continued</i>	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	SL.2.5 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.
	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
	SL.1.6 Produce complete sentences when appropriate to task and situation.
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Menu 4: Dr. Seuss	R.L.K.1 With prompting and support, ask and answer questions about key details in a text.
	R.L.1.1 Ask and answer questions about key details in a text.
	R.L.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	R.L.K.2 With prompting and support, retell familiar stories, including key details.
	R.L.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
	R.L.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
	R.L.K.3 With prompting and support, identify characters, settings, and major events in a story.
	R.L.1.3 Describe characters, settings, and major events in a story, using key details.
	R.L.2.3 Describe how characters in a story respond to major events and challenges.
	R.L.K.4 Ask and answer questions about unknown words in a text. R.L.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Menu	Common Core State Standards
Menu 4: Dr. Seuss, <i>continued</i>	R.L.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.
	R.L.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
	R.L.1.6 Identify who is telling the story at various points in a text.
	R.L.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.
	R.L.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
	R.L.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
	R.L.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
	R.L.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
	R.L.1.9 Compare and contrast the adventures and experiences of characters in stories.
	R.L.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
	R.L.K.10 Actively engage in group reading activities with purpose and understanding.
	R.F.K.1 Demonstrate understanding of the organization and basic features of print.
	R.F.1.1 Demonstrate understanding of the organization and basic features of print.
	R.F.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	R.F.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	R.F.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	R.F.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	R.F.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	R.F.K.4 Read emergent-reader texts with purpose and understanding.
	R.F.1.4 Read with sufficient accuracy and fluency to support comprehension.
R.F.2.4 Read with sufficient accuracy and fluency to support comprehension.	
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).	
W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	

Menu	Common Core State Standards
Menu 4: Dr. Seuss, <i>continued</i>	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
	W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
	W.1.7 Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).
	W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
	SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
	SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
	SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
	SL.K.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.
	SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
	SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
	SL.2.3 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.

Menu	Common Core State Standards
Menu 4: Dr. Seuss, <i>continued</i>	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	SL.2.5 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.
	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
	SL.1.6 Produce complete sentences when appropriate to task and situation.
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
	L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
	L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
	L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	

Menu	Common Core State Standards
Chapter 7: Mechanics	
Menu 1: Letter Sounds	R.F.K.1 Demonstrate understanding of the organization and basic features of print.
	R.F.1.1 Demonstrate understanding of the organization and basic features of print.
	R.F.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	R.F.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).
	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
	kindergarten topics and texts with peers and adults in small and larger groups.
	SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Menu 2: The Alphabet	R.F.K.1 Demonstrate understanding of the organization and basic features of print.
	R.F.1.1 Demonstrate understanding of the organization and basic features of print.
	R.F.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	R.F.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	R.F.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	R.F.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Menu	Common Core State Standards
Menu 2: The Alphabet, <i>continued</i>	SL.1.6 Produce complete sentences when appropriate to task and situation.
	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Menu 3: Writing Sentences	R.F.K.1 Demonstrate understanding of the organization and basic features of print.
	R.F.1.1 Demonstrate understanding of the organization and basic features of print.
	R.F.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	R.F.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	R.F.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	R.F.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure..
	W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
	SL.1.6 Produce complete sentences when appropriate to task and situation.\
	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Menu	Common Core State Standards
Menu 4: Alphabetical Order	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).
	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.
	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
	W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
	W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
	W.1.7 Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).
	W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
	SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.2.3 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.	

Menu	Common Core State Standards
Menu 4: Alphabetical Order, <i>continued</i>	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
	SL.1.6 Produce complete sentences when appropriate to task and situation.
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
Menu 5: Punctuation	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Menu	Common Core State Standards
Menu 5: Punctuation, <i>continued</i>	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
	W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
	SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
	SL.2.3 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.
	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
	SL.1.6 Produce complete sentences when appropriate to task and situation.
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Menu	Common Core State Standards
Menu 5: Punctuation, <i>continued</i>	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Menu 6: Spelling	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	SL.2.5 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.
	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
	SL.1.6 Produce complete sentences when appropriate to task and situation.
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Menu	Common Core State Standards
Menu 6: Spelling, <i>continued</i>	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
	L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
	L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
	L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
	L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
	L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
Menu 7: Parts of Speech	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Menu	Common Core State Standards
Menu 7: Parts of Speech, <i>continued</i>	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
	SL.K.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.
	SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
	SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
	SL.2.3 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.
	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	SL.2.5 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.
	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Menu	Common Core State Standards
Menu 7: Parts of Speech, <i>continued</i>	SL.1.6 Produce complete sentences when appropriate to task and situation.
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
	L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
	L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
	L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
	L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
	L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

