

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Listening and Speaking		
A. Classroom Discussion		
Participate in age appropriate activities involving listening and speaking.	SLK.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
Speak clearly with volume appropriate to the setting.	SLK.6 Speak audibly and express thoughts, feelings, and ideas clearly.	
Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.	SLK.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	
Ask questions to clarify conversations, directions, exercises, and/or classroom routines.	SLK.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age.	WK.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. SLK.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. b. Continue a conversation through multiple exchanges	
Identify and express physical sensations, mental states, and emotions of self and others.	SLK.6 Speak audibly and express thoughts, feelings, and ideas clearly.	
Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).	LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	
Understand and use narrative language to describe people, places, things, locations, events, actions.	SLK.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	
Understand and use common sayings and phrases such as “Better safe than sorry” and “Look before you leap” (see page 11).	LK.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	

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B. Presentation of Ideas and Information		
Follow multi-step, oral directions.	<p>SLK.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	
Give simple directions.	<p>WK.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.</p> <p>SLK.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	
Provide simple explanations.	<p>WK.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.</p>	
Recite a nursery rhyme, poem or song independently		
C. Comprehension and Discussion of Read-Alouds—All Texts		
Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
Grasping Specific Details and Key Ideas		
Describe illustrations.	<p>RLK.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).</p> <p>RIK.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).</p>	
Sequence four to six pictures illustrating events in a read-aloud.	<p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RIK.2 With prompting and support, identify the main topic and retell key details of a text.</p>	

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Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.	<p>RLK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>SLK.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	
Retell key details.	<p>RLK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RIK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RIK.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RIK.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>WK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	
Ask questions to clarify information in a read-aloud.	<p>RIK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>SLK.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	
Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.	<p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RLK.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>WK.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.</p> <p>SLK.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	

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	<p>b. Use frequently occurring nouns and verbs.</p>	
Observing Craft and Structure		
<p>Understand and use words and phrases heard in read-alouds.</p>	<p>RLK.4 Ask and answer questions about unknown words in a text.</p> <p>RIK.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>LK.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p>LK.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	
<p>Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.</p>	<p>RLK.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RIK.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	
<p>Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.</p>	<p>RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	

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	<p>LK.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	
Integrating Information and Evaluating Evidence		
<p>Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
<p>Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.</p>	<p>RLK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RLK.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RLK.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).</p> <p>RIK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RIK.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RIK.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).</p>	
<p>Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
<p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require</p>	<p>RIK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a</p>	

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recognizing cause/effect relationships.	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...).	
Identify who is telling a story or providing information in a text.		
D. Comprehension and Discussion of Read-Alouds- Fiction, Drama, and Poetry		
Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.	RLK.2 With prompting and support, retell familiar stories, including key details. RLK.3 With prompting and support, identify characters, settings, and major events in a story.	
Change some story events and provide a different story ending.	WK.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.	
Create and tell an original story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.	WK.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.	
**Draw pictures and/or dictate ideas to represent details or information from a read-aloud (L.K.21)	WK.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...). WK.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. WK.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. SLK.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	
Distinguish fantasy from realistic text in a story	RLK.5 Recognize common types of text (e.g., storybooks, poems).	
**Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.K.23)	RLK.10 Actively engage in group reading activities with purpose and understanding. RIK.10 Actively engage in group reading activities with	

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	purpose and understanding.	
Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.	<p>RLK.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RIK.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	
E. Comprehension and discussion of Read-Alouds – Non-fiction and Informational Text		
Retell important facts and information from a nonfiction read-aloud.	<p>RLK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RIK.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RIK.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>WK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	
With assistance, categorize and organize facts and information within a given topic.	<p>RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>WK.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...).</p> <p>WK.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.</p> <p>WK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>LK.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p style="padding-left: 20px;">a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	

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With assistance, create and interpret timelines and lifelines related to read-alouds.	<p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RLK.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	
Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.	<p>RIK.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).</p>	
II. Reading		
A. Print Awareness		
Demonstrate understanding that what is said can be written and that the writing system is a way of writing down sounds.	<p>RFK.1 Demonstrate understanding of the organization and basic features of print.</p>	
Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back).	<p>RFK.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p>	
Identify the parts of books and function of each part (front cover, back cover, title page, table of contents).	<p>RIK.5 Identify the front cover, back cover, and title page of a book.</p> <p>RFK.1 Demonstrate understanding of the organization and basic features of print.</p>	
Demonstrate correct book orientation by holding book correctly and turning pages. Recognize that sentences in print are made up of separate words.	<p>RFK.1 Demonstrate understanding of the organization and basic features of print.</p>	
Understand that words are separated by spaces.	<p>RFK.1 Demonstrate understanding of the organization and basic features of print.</p> <p>c. Understand that words are separated by spaces in print.</p>	
Distinguish letters, words, sentences, and stories. Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to text read aloud.	<p>RFK.1 Demonstrate understanding of the organization and basic features of print.</p>	

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Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.	RFK.1 Demonstrate understanding of the organization and basic features of print. b. Recognize that spoken words are represented in written language by specific sequences of letters.	
Recognize and name the 26 letters of the alphabet in both their upper-case and lower-case forms.	RFK.1 Demonstrate understanding of the organization and basic features of print. d. Recognize and name all upper- and lowercase letters of the alphabet.	
Say the letters of the alphabet in order, either in song or recitation.		
B. Phonological and Phonemic Awareness		
Identify environmental sounds, e.g., keys jingling, scissors cutting, clapping.		
Identify whether pairs of environmental sounds are the same or different.		
Count the number of environmental sounds heard, e.g., clapping, rhythm band instruments.		
Orally segment sentences into discrete words. Demonstrate understanding that words are made up of sequences of sounds. Demonstrate understanding that vowel sounds are produced with the mouth open and airflow unobstructed, whereas consonant sounds involve closing parts of the mouth and blocking the air flow. Given a pair of spoken words, select the one that is longer (i.e., contains more phonemes). In riddle games, supply words that begin with a target phoneme.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
Indicate whether a target phoneme is or is not present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of mat and /g/ at the end of bag. Listen to one-syllable words and tell the beginning or ending sounds, e.g., given dog, identify initial /d/ or final /g/.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	

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Recognize the same phoneme in different spoken words, e.g., /b/ in ball, bug, and big.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	
Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
Orally blend two to three sounds to form a word, e.g., given the sounds /k/.../a/... /t/, blend to make cat.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Blend and segment onsets and rimes of single-syllable spoken words.	
Segment a spoken word into phonemes, e.g., given bat, produce the segments/b//a//t/.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Blend and segment onsets and rimes of single-syllable spoken words.	
Given a spoken word, produce another word that rhymes, e.g., given hit, supply bit or mitt.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.	
Identify the number of syllables in a spoken word.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Count, pronounce, blend, and segment syllables in spoken words.	
C. Phonics: Decoding and Encoding		
Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).	RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	

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<p>Blend individual phonemes to pronounce printed words.</p> <p>Understand that sometimes two or more printed letters stand for a single sound.</p> <p>Read and write any CVC word, e.g., sit or cat.</p> <p>Read and write one-syllable words containing common initial consonant clusters such as tr-, fl-, dr- and sp- and consonant digraphs such as ch-, sh-, th-, etc.</p>	<p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>Read and write words containing separated vowel graphemes, such as, late, bite, note, cute.</p>	<p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	
<p>Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in cats and /z/ as in dogs.</p>	<p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>Read and write chains of one-syllable words in which one sound is added, substituted, or omitted, e.g., read at > cat > bat > bad > bid.</p>	<p>RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	
<p>Read at least 15 words generally identified as very high frequency words.</p>	<p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	
<p>Consonant Sounds and Spellings Taught in Kindergarten</p>		

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<p>/b/ spelled 'b' as in boy, 'bb', as in tubby /d/ spelled 'd' as in dog, 'dd' as in madder /f/ spelled 'f' as in fun, 'ff' as in stuff /g/ spelled 'g' as in get, 'gg' as in egg /h/ spelled 'h' as in him /j/ spelled 'j' as in jump /k/ spelled 'c' as in cat, 'k' as in kitten, 'ck' as in sick, 'cc' as in moccasin /l/ spelled 'l' as in lip, 'll' as in sell /m/ spelled 'm' as in mad, 'mm' as in hammer /n/ spelled 'n' as in net, 'nn' as in funny /p/ spelled 'p' as in pet, 'pp' as in happy /r/ spelled 'r' as in red, 'rr' as in earring /s/ spelled 's' as in sit, 'ss' as in dress /t/ spelled 't' as in top, 'tt' as in butter /v/ spelled 'v' as in vet /w/ spelled 'w' as in wet /x/ spelled 'x' as in tax /y/ spelled 'y' as in yes /z/ spelled 'z' as in zip, 'zz' as in buzz, 's' as in dogs /ch/ spelled 'ch' as in chop /sh/ spelled 'sh' as in ship /th/ spelled 'th' as in thin /th/ spelled 'th' as in then /qu/ spelled 'qu' as in quick /ng/ spelled 'ng' as in sing, 'n' as in pink</p>	<p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p>	
<p>Vowel Sounds and Spellings Taught in Kindergarten</p>		

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<p>/a/ spelled 'a' as in cat /e/ spelled 'e' as in get /i/ spelled 'i' as in hit /o/ spelled 'o' as in hot /u/ spelled 'u' as in but /ae/ spelled 'a_e' as in cake /ee/ spelled 'ee' as in bee /ie/ spelled 'i_e' as in bike /oe/ spelled 'o_e' as in note /ue/ spelled 'u_e' as in cute /er/ spelled 'er' as in her. /ar/ spelled 'ar' as in car /or/ spelled 'or' as in for</p>	<p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	
D. Oral Reading and Fluency		
<p>Read decodable stories that incorporate the specific code knowledge that has been taught.</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>RFK.4 Read emergent-reader texts with purpose and understanding.</p>	
<p>Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RLK.4 Ask and answer questions about unknown words in a text.</p> <p>RIK.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RFK.4 Read emergent-reader texts with purpose and understanding.</p> <p>LK.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>LK.4 Determine or clarify the meaning of unknown and</p>	

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	multiple-meaning words and phrases based on kindergarten reading and content. b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	
Demonstrate understanding of and use commas and end punctuation while reading orally.	LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Read aloud, alone, or with a partner at least 15 minutes each day.	RFK.4 Read emergent-reader texts with purpose and understanding.	
E. Reading Comprehension – All Texts		
Demonstrate understanding of simple decodable text after reading independently.	RFK.4 Read emergent-reader texts with purpose and understanding.	
Grasping Specific Details and Key Ideas		
Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.	RLK.1 With prompting and support, ask and answer questions about key details in a text. RIK.1 With prompting and support, ask and answer questions about key details in a text.	
Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.	RLK.2 With prompting and support, retell familiar stories, including key details. RLK.3 With prompting and support, identify characters, settings, and major events in a story.	
Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.	RLK.2 With prompting and support, retell familiar stories, including key details. RLK.3 With prompting and support, identify characters, settings, and major events in a story. WK.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. SLK.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. LK.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use frequently occurring nouns and verbs.	

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Observing Craft and Structure		
<p>Understand and use words and phrases from a text that has been read independently.</p>	<p>RLK.4 Ask and answer questions about unknown words in a text.</p> <p>RIK.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">b. Use frequently occurring nouns and verbs.</p> <p>LK.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p style="padding-left: 20px;">a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p style="padding-left: 20px;">b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p>LK.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p style="padding-left: 20px;">b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p style="padding-left: 20px;">d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	
Integrating Information and Evaluating Evidence		
<p>Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
<p>Use pictures accompanying the written text to check and support understanding.</p>	<p>RLK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RLK.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RLK.7 With prompting and support, describe the</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RIK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RIK.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RIK.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).</p>	
<p>Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
<p>Identify who is telling a story or providing information in a text.</p>	<p>RLK.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	
III. Writing		
<p>Draw pictures to represent a preference or opinion.</p>	<p>WK.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...).</p>	
<p>Write narratives, informative and explanatory texts, and offer an opinion through shared writing exercises.</p>	<p>WK.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...).</p> <p>WK.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.</p> <p>WK.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.</p>	

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	<p>WK.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.</p> <p>WK.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.)</p>	
With assistance, add details to writing.	<p>WK.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...).</p> <p>WK.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.</p> <p>WK.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.</p> <p>WK.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	
Create a title or caption to accompany a picture and/or shared writing.	<p>WK.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.</p> <p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">f. Produce and expand complete sentences in shared language activities.</p>	
IV. Language Conventions		
Form letters, words, phrases and sentences to communicate thoughts and ideas.	<p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">a. Print many upper- and lowercase letters</p> <p>LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">c. Write a letter or letters for most consonant and</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	short-vowel sounds (phonemes).	
Apply basic spelling conventions. Use basic capitalization and punctuation in sentences to convey meaning.	LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
A. Handwriting and Spelling		
Hold a pencil with a pincer grasp and make marks on paper.		
Trace, copy, and print from memory the 26 letters of the alphabet accurately in both their upper-case and lower-case forms.	LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters	
Write own name.		
Write from left to right, leaving spaces between words, and top to bottom using return sweep.		
Begin to write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write bote for boat, sum for some, hunee for honey.	LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	
Write words, phrases, and sentences from dictation, applying phonics knowledge.	LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce and expand complete sentences in shared language activities. LK.2 Produce and expand complete sentences in shared language activities. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	
B. Parts of Speech and Sentence Structure		
Use and understand question words, i.e., what, where, when, who, how.	LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Understand and use question words (interrogatives) (e.g., who, what, where, when,	

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	why, how).	
Form regular plural nouns by adding 's' or 'es', i.e., dog, dogs, wish, wishes.	LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	
Demonstrate understanding of frequently occurring prepositions, i.e., to/from, in/out, on/off.	LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	
Produce and expand complete sentences orally and in shared writing exercises.	WK.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.) LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce and expand complete sentences in shared language activities.	
C. Capitalization and Punctuation		
Capitalize the first word in a sentence, the pronoun I.	LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I.	
Identify and use end punctuation, including periods, question marks, and exclamation points.	LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Recognize and name end punctuation.	
V. Poetry		
A. Mother Goose and other Traditional Poems*		

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<p>A Diller, A Dollar Baa, Baa, Black Sheep Diddle, Diddle, Dumpling Early to Bed Georgie Porgie Hey Diddle Diddle Hickory, Dickory, Dock Hot Cross Buns Humpty Dumpty It's Raining, It's Pouring Jack and Jill Jack Be Nimble Jack Sprat Ladybug, Ladybug Little Bo Peep Little Boy Blue Little Jack Horner Little Miss Muffet London Bridge Is Falling Down Mary, Mary, Quite Contrary Old King Cole Old Mother Hubbard One, Two, Buckle My Shoe Pat-a-Cake Rain, Rain, Go Away Ride a Cock-Horse Ring Around the Rosey Rock-a-bye, Baby Roses Are Red See-Saw, Margery Daw Simple Simon Sing a Song of Sixpence Star Light, Star Bright There Was a Little Girl There Was an Old Woman Who Lived in a Shoe This Little Pig Went to Market Three Blind Mice</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding. RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
B. Other Poems, Old and New*		
<p>April Rain Song (Langston Hughes) Happy Thought (Robert Louis Stevenson) I Do Not Mind You, Winter Wind (Jack Prelutsky) Mary Had a Little Lamb (Sara Josepha Hale) The More It Snows (A. A. Milne) My Nose (Dorothy Aldis) Rain (Robert Louis Stevenson) Three Little Kittens (Eliza Lee Follen) Time to Rise (Robert Louis Stevenson) Tommy (Gwendolyn Brooks) Twinkle Twinkle Little Star (Jane Taylor)</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding. RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
VI. Fiction		
A. Stories*		

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<p>The Bremen Town Musicians (Brothers Grimm) Chicken Little (also known as “Henny-Penny”) Cinderella (Charles Perrault) Goldilocks and the Three Bears How Many Spots Does a Leopard Have? (African folktale) King Midas and the Golden Touch The Legend of Jumping Mouse (Native American: Northern Plains legend) The Little Red Hen Little Red Riding Hood Momotaro: Peach Boy (Japanese folktale) Snow White and the Seven Dwarfs The Three Billy Goats Gruff The Three Little Pigs A Tug of War (African folktale) The Ugly Duckling (Hans Christian Andersen) The Velveteen Rabbit (Margery Williams) selections from Winnie-the-Pooh (A. A. Milne) The Wolf and the Kids (Brothers Grimm)</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding. RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
B. Aesop’s Fables*		
<p>The Lion and the Mouse The Grasshopper and the Ants The Dog and His Shadow The Hare and the Tortoise</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding. RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
C. American Folk Heroes and Tall Tales*		
<p>Johnny Appleseed Casey Jones</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding. RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
D. Literary Terms		
<p>author illustrator</p>		

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VII. Sayings and Phrases		
<p>A dog is man's best friend. April showers bring May flowers. Better safe than sorry. Do unto others as you would have them do unto you. The early bird gets the worm. Great oaks from little acorns grow. Look before you leap. A place for everything and everything in its place. Practice makes perfect. [It's] raining cats and dogs. Where there's a will there's a way.</p>	<p>LK.5 With guidance and support from adults, explore word relationships and nuances in word meanings. LK.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
<p>*Reading: Text complexity and the growth of comprehension</p> <p>The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.</p> <p>(Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects, p. 8)</p>		
<p>**The Core Knowledge Language Arts Program: Grade K Language Art Objectives for Listening and Learning</p>		

Core Knowledge Sequence Grade 1	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
A. Classroom Discussion		
Participate in age appropriate activities involving listening and speaking.	SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	
Speak clearly with volume appropriate to the setting. Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.	SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	
Ask questions to clarify conversations, directions, exercises, and/or classroom routines.	SL1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age.	W1.5 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. SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.	
Identify and express physical sensations, mental states, and emotions of self and others.	SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	
Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).	L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. i. Use frequently occurring prepositions (e.g., during, beyond, toward).	
Understand and use narrative language to describe people, places, things, locations, events, actions.	RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL1.3 Describe characters, settings, and major events in	

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	a story, using key details. SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	
Understand and use common sayings and phrases such as “Hit the nail on the head” and “Let the cat out of the bag” (see page 34).	L1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).	
B. Presentation of Ideas and Information		
Follow multi-step, oral directions.	SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	
Give simple directions.	W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. SL1.6 Produce complete sentences when appropriate to task and situation.	
Provide simple explanations.	RI1.1 Ask and answer questions about key details in a text. RI1.3 Describe characters, settings, and major events in a story, using key details. RI1.1 Ask and answer questions about key details in a text. RI1.2 Identify the main topic and retell key details of a text. RI1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI1.7 Use illustrations and details in a text to describe its key ideas. RI1.8 Identify the reasons an author gives to support points in a text. W1.1 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.	

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	<p>W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL1.6 Produce complete sentences when appropriate to task and situation.</p>	
<p>Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.</p>	<p>RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.1.3 Describe characters, settings, and major events in a story, using key details.</p>	
<p>**Share writing with others (L.1.29).</p>	<p>W1.5 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.</p> <p>W1.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>	
<p>Give oral presentations about personal experiences, topics of interest, and/or stories, using appropriate eye contact, volume and clear enunciation.</p>	<p>RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RI.1.7 Use illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8 Identify the reasons an author gives to support points in a text.</p> <p>SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	
<p>C. Comprehension and Discussion of Read-Alouds – All Texts</p>		

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Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.	<p>RL1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RI1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	
Distinguish the following genres of literature: fiction, nonfiction and drama.	<p>RL1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RI1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	
Grasping Specific Details and Key Ideas		
Describe illustrations.	<p>RI1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI1.7 Use illustrations and details in a text to describe its key ideas.</p>	
Sequence four to six pictures illustrating events in a read-aloud.	<p>RI1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI1.2 Identify the main topic and retell key details of a text.</p> <p>RI1.7 Use illustrations and details in a text to describe its key ideas.</p>	
Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.	<p>RI1.1 Ask and answer questions about key details in a text.</p> <p>RI1.1 Ask and answer questions about key details in a text.</p>	
Retell key details.	<p>RI1.1 Ask and answer questions about key details in a text.</p> <p>RI1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	

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	<p>RI.2 Identify the main topic and retell key details of a text.</p> <p>RI.8 Identify the reasons an author gives to support points in a text.</p>	
<p>Ask questions to clarify information in a read-aloud.</p>	<p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>W1.5 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.</p> <p>W1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	
<p>Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.</p>	<p>RI.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.3 Describe characters, settings, and major events in a story, using key details.</p> <p>W1.3 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.</p>	
Observing Craft and Structure		
<p>Understand and use words and phrases heard in read-alouds.</p>	<p>RI.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>L1.4 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.</p> <p style="padding-left: 40px;">a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	

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	<p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>L1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	
<p>Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.</p>	<p>RI.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	
<p>Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.</p>	<p>RI.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>L1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are cozy).</p>	
Integrating Information and Evaluating Evidence		
<p>Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.</p>	<p>RI.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	
<p>Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.</p>	<p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	

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	<p>RI.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RI.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7 Use illustrations and details in a text to describe its key ideas.</p>	
<p>Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.</p>	<p>RI.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	
<p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships.</p>	<p>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.</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p>	
<p>Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.</p>	<p>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.</p>	
<p>Identify who is telling a story or providing information in a text.</p>	<p>RI.1.6 Identify who is telling the story at various points in a text.</p>	
D. Comprehension and Discussion of Read-Alouds – Fiction, Drama, and Poetry		
<p>Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.</p>	<p>RI.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.1.2 Identify the main topic and retell key details of a</p>	

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	text.	
Compare and contrast characters from different stories.	RI.1.9 Compare and contrast the adventures and experiences of characters in stories.	
Change some story events and provide a different story ending.	W1.3 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.	
Create and tell an original story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.	W1.3 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.	
Distinguish fantasy from realistic text in a story.	RI.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.	
**Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.1.27).	RI.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	
Identify the moral or lesson of a fable, folktale, or myth.	RI.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	
Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.	RI.1.6 Identify who is telling the story at various points in a text.	
Identify sensory language and how it is used to describe people, objects, places and events.	RI.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	
E. Comprehension and Discussion of Read-Alouds: Non-Fiction and Informational Texts		
Generate questions and seek information from multiple sources to answer questions.	RI.1.5 Know and use various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7 Use illustrations and details in a text to describe its	

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	<p>key ideas.</p> <p>W1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books and use them to write a sequence of instructions)</p> <p>W1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	
<p>Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.</p>	<p>SL1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	
<p>With assistance, categorize and organize facts and information within a given topic.</p>	<p>RI1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>W1.1 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.</p> <p>W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>L1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p style="padding-left: 20px;">a. Sort common objects into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	
<p>With assistance, create and interpret timelines and lifelines related to read-alouds.</p>	<p>RI1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI1.3 Describe characters, settings, and major events in a story, using key details.</p>	

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	<p>RI.2 Identify the main topic and retell key details of a text.</p> <p>RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	
<p>**Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.1.24)</p>	<p>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.</p> <p>SL.5 Add drawings or other visual displays to descriptions when appropriate to task and situation.</p>	
<p>Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.</p>	<p>RI.7 Use illustrations and details in a text to describe its key ideas.</p>	
II. Reading		
A. Print Awareness		
<p>Demonstrate understanding that what is said can be written and that the writing system is a way of writing down sounds.</p> <p>Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back).</p> <p>Identify the parts of books and function of each part (front cover, back cover, title page, table of contents).</p> <p>Demonstrate correct book orientation by holding book correctly and turning pages.</p>	<p>RF1.1 Demonstrate understanding of the organization and basic features of print.</p>	
<p>Recognize that sentences in print are made up of separate words.</p>	<p>RF1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	
<p>Understand that words are separated by spaces.</p>	<p>RF1.1 Demonstrate understanding of the organization and basic features of print.</p>	
<p>Distinguish letters, words, sentences, and stories.</p>	<p>RF1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending</p>	

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	punctuation).	
<p>Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to text read aloud.</p> <p>Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.</p>	RF1.1 Demonstrate understanding of the organization and basic features of print.	
<p>Recognize and name the 26 letters of the alphabet in both their upper-case and lower-case forms.</p>		
<p>Say the letters of the alphabet in order, either in song or recitation.</p>		
B. Phonemic Awareness		
<p>Demonstrate understanding that words are made up of sequences of sounds.</p> <p>Demonstrate understanding that vowel sounds are produced with the mouth open and airflow unobstructed, whereas consonant sounds involve closing parts of the mouth and blocking the air flow.</p> <p>Given a pair of spoken words, select the one that is longer (i.e., contains more phonemes).</p>	RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
<p>In riddle games, supply words that begin with a target phoneme.</p> <p>Indicate whether a target phoneme is or is not present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of mat and /g/ at the end of bag.</p> <p>Listen to one-syllable words and tell the beginning or ending sounds, e.g., given dog, identify initial /d/ or final /g/.</p> <p>Recognize the same phoneme in different spoken words, e.g., /b/ in ball, bug, and big.</p>	RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	
<p>Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/.</p>	RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
<p>Orally blend two to three sounds to form a word, e.g., given the sounds /k/... /a/.../t/, blend to</p>	RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	

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make cat.	b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	
Segment a spoken word into phonemes, e.g., given bat, produce the segments/b//a//t/.	RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	
Given a spoken word, produce another word that rhymes, e.g., given hit, supply bit or mitt.	RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
Identify the number of syllables in a spoken word.	RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	
C. Phonics: Decoding and Encoding		
Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).	RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
Blend individual phonemes to pronounce printed words. Understand that sometimes two or more printed letters stand for a single sound.	RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode regularly spelled one-syllable words.	
Read one to two syllable words containing any of the grapheme-phoneme correspondences listed below.	RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode regularly spelled one-syllable words. RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words. e. Decode two-syllable words following basic patterns by breaking the words into syllables.	
Read and write words with inflectional endings, i.e., -s, -ed, -ing, -er, -est.	RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words. f. Read words with inflectional endings. L1.4 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.	

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	<p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	
<p>Read, understand, and write contractions, i.e., isn't, I'm, can't, etc.</p>	<p>RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	
<p>Sort and classify words according to the spelling used to represent a specific phoneme.</p>		
<p>Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in cats and /z/ as in dogs.</p> <p>Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted, i.e., read at > cat > bat > bad > bid.</p>	<p>RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>Read at least 30 words generally identified as high frequency words.</p>	<p>RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	
<p>Consonant Sounds and Spellings Taught in 1st Grade</p>		

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<p>/b/ spelled 'b' as in boy, 'bb'; as in tubby /d/ spelled 'd' as in dog, 'dd' as in madder, 'ed' as in filled /f/ spelled 'f' as in fun, 'ff' as in stuff /g/ spelled 'g' as in get, 'gg' as in egg /h/ spelled 'h' as in him /j/ spelled 'j' as in jump, 'g' as in gem, 'ge' as in fringe /k/ spelled 'c' as in cat, 'k' as in kitten, 'ck' as in sick, 'cc' as in moccasin /l/ spelled 'l' as in lip, 'll' as in sell /m/ spelled 'm' as in mad, 'mm' as in hammer /n/ spelled 'n' as in net, 'nn' as in funny, 'kn' as in knock /p/ spelled 'p' as in pet, 'pp' as in happy /r/ spelled 'r' as in red, 'rr' as in earring, 'wr' as in wrist /s/ spelled 's' as in sit, 'ss' as in dress, 'c' as in cent, 'ce' as in prince, 'se' as in rinse /t/ spelled 't' as in top, 'tt' as in butter, 'ed' as in asked /v/ spelled 'v' as in vet, 've' as in twelve /w/ spelled 'w' as in wet, 'wh' as in when /x/ spelled 'x' as in tax /y/ spelled 'y' as in yes /z/ spelled 'z' as in zip, 'zz' as in buzz, 's' as in dogs</p>	<p>RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>/ch/ spelled 'ch' as in chop, 'tch' as in itch /sh/ spelled 'sh' as in ship /th/ spelled 'th' as in thin /th/ spelled 'th' as in then /qu/ spelled 'qu' as in quick /ng/ spelled 'ng' as in sing, 'n' as in pink</p>	<p>RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the sound-spelling correspondences for common consonant digraphs.</p>	
<p>Vowel Sounds and Spellings Taught in 1st Grade</p>		

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/a/ spelled 'a' as in cat /e/ spelled 'e' as in get /i/ spelled 'i' as in hit /o/ spelled 'o' as in hot /u/ spelled 'u' as in but	RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
/ae/ spelled 'a_e' as in cake, 'ai' as in wait, 'ay' as in day, 'a' as in paper /ee/ spelled 'ee' as in bee, 'e' as in me, 'y' as in funny, 'ea' as in beach, 'e_e' as in Pete, 'ie' as in cookie /ie/ spelled 'i_e' as in bike, 'i' as in biting, 'y' as in try, 'ie' as in tie, 'igh' as in night /oe/ spelled 'o_e' as in note, 'oa' as in boat, 'oe' as in toe, 'o' as in open, 'ow' as in snow /ue/ spelled 'u_e' as in cute	RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words. c. Know final –e and common vowel team conventions for representing long vowel sounds.	
/aw/ spelled 'aw' as in paw /oo/ spelled 'oo' as in look, /oo/ spelled 'oo' as in soon /ou/ spelled 'ou' as in shout /oi/ spelled 'oi' as in oil /er/ spelled 'er' as in her /ar/ spelled 'ar' as in car /or/ spelled 'or' as in for	RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
D. Oral Reading and Fluency		
Read decodable stories that incorporate the specific code knowledge that has been taught.	RI.10 With prompting and support, read informational texts appropriately complex for grade 1. RF1.4 Read with sufficient accuracy and fluency to support comprehension.	
Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (50 wpm by the end of the year).	RF1.4 Read with sufficient accuracy and fluency to support comprehension. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	
Use phonics skills in conjunction with context to confirm or self-correct word recognition and	RF1.4 Read with sufficient accuracy and fluency to support comprehension.	

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understanding, rereading as necessary.	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Demonstrate understanding of and use commas and end punctuation while reading orally.	RF1.4 Read with sufficient accuracy and fluency to support comprehension. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	
Read aloud, alone, or with a partner at least 15 minutes each day.	RF1.4 Read with sufficient accuracy and fluency to support comprehension.	
E. Reading Comprehension – All Texts		
Demonstrate understanding of completely decodable text after reading independently	RF1.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	
Grasping Specific Details and Key Ideas		
Sequence four to six pictures illustrating events from a text that has been read independently.	RI.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RI.2 Identify the main topic and retell key details of a text. RI.7 Use illustrations and details in a text to describe its key ideas.	
Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.	RI.1 Ask and answer questions about key details in a text. RI.1 Ask and answer questions about key details in a text.	
Retell key details from a text that has been read independently.	RI.1 Ask and answer questions about key details in a text. RI.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RI.2 Identify the main topic and retell key details of a text. RI.8 Identify the reasons an author gives to support points in a text.	
Ask questions to clarify information about a text	RI.1 Ask and answer questions about key details in a	

Core Knowledge Sequence Grade 1	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
that has been read independently.	text. RI.1.1 Ask and answer questions about key details in a text.	
Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.	RI.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RI.1.3 Describe characters, settings, and major events in a story, using key details.	
Observing Craft and Structure		
Identify basic text features and what they mean, including title, table of contents, and chapters.	RI.1.5 Know and use various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	
Understand and use words and phrases from a text that has been read independently.	RI.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. L1.4 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. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. L1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	
Compare and contrast similarities and differences within a single text or between multiple texts read independently.	RI.1.9 Compare and contrast the adventures and experiences of characters in stories. RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations,	

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	descriptions, or procedures).	
Make personal connections to events or experiences in a text that has been read independently and/or make connections among several texts that have been read independently.	<p>RI.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p style="padding-left: 40px;">c. Identify real-life connections between words and their use (e.g., note places at school that are cozy).</p>	
Integrating Information and Evaluating Evidence		
Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.	<p>RI.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	
Use pictures accompanying the written text to check and support understanding.	<p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RI.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7 Use illustrations and details in a text to describe its key ideas.</p>	
Make predictions prior to and while reading,	RI.1.10 With prompting and support, read prose and	

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based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.	poetry of appropriate complexity for grade 1. RI.10 With prompting and support, read informational texts appropriately complex for grade 1.	
Answer questions that require making interpretations, judgments, or giving opinions about what is read independently, including answering “why” questions that require recognizing cause/effect relationships.	W1.1 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. L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	
Identify who is telling a story or providing information in a text.	RI.1.6 Identify who is telling the story at various points in a text.	
Identify temporal words that link and sequence events, i.e., first, next, then, etc.		
Identify words that link ideas, i.e., for example, also, in addition.	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	
F. Reading Comprehension- Fiction, Drama, and Poetry		
Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.	RI.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	
Compare and contrast characters from different stories.	RI.1.9 Compare and contrast the adventures and experiences of characters in stories.	
Change some story events and provide a different story ending.		
Distinguish fantasy from realistic text in a story.	RI.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.	
**Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.1.27).	RI.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	
Identify the moral or lesson of a fable, folktale, or myth.	RI.1.2 Retell stories, including key details, and demonstrate understanding of their central message or	

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	lesson.	
Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.	RL.1.6 Identify who is telling the story at various points in a text.	
Identify sensory language and how it is used to describe people, objects, places and events.	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
G. Reading Comprehension – Non-Fiction and Informational Texts		
With assistance, create and interpret timelines and lifelines related to text read independently.	RI.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RI.1.3 Describe characters, settings, and major events in a story, using key details. RI.2.2 Identify the main topic and retell key details of a text. RI.3.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	
Distinguish text that describes events that happened long ago from text that describes contemporary or current events.	RI.1.7 Use illustrations and details in a text to describe its key ideas.	
III. Writing		
Writing to Reflect Audience, Purpose, and Task		
Add details to writing.	W1.5 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.	
Begin to use tools, including technology, to plan, draft, and edit writing.	W1.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
Conducting Research		
Gather information from experiences or provided text sources.	W1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books and use them to write a sequence of instructions) W1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	

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A. Narrative Writing		
Write or retell a story that includes characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.	<p>RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>W1.3 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.</p>	
Write a descriptive paragraph using sensory language.		
Create a title and an ending that are relevant to the narrative.	<p>W1.1 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.</p> <p>W1.3 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.</p>	
B. Informative/Explanatory Writing		
Write about a topic, including a beginning and ending sentence, facts and examples relevant to the topic, and specific steps (if writing explanatory text).	<p>W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	
C. Persuasive Writing (Opinion)		
Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion using the linking word because.	<p>W1.1 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.</p>	
Create a title that is relevant to the topic or subject of the text.	<p>W1.1 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.</p>	
If writing about a specific book or read-aloud, refer to the content of the text.	<p>W1.1 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.</p>	
IV. Language Conventions		

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Form letters, words, phrases and sentences to communicate thoughts and ideas.	L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters.	
Apply basic spelling conventions.	L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	
Use basic capitalization and punctuation in sentences to convey meaning.		
A. Handwriting and Spelling		
Print from memory the 26 letters of the alphabet accurately in both their upper-case and lower-case forms.	L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters.	
Write on primary lined paper from left to right, staying within the lines and leaving spaces between words, and from top to bottom, using return sweep.		
Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write ate for eight, boi for boy, fone for phone.	L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	
Write words, phrases, and sentences from dictation, applying phonics knowledge.	L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	
Identify and use synonyms and antonyms.	L1.4 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. L1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	

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	<p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	
B. Parts of speech and Sentence Structure		
<p>Recognize, identify and use subject, object, and possessive pronouns, i.e., I, me, my, they, them, orally, in written text and in own writing.</p>	<p>L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p> <p>h. Use determiners (e.g. articles, demonstratives)</p>	
<p>Recognize, identify and use common and proper nouns, orally, in written text, and in own writing.</p>	<p>L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>	
<p>Recognize, identify and use regular verbs to convey a sense of past, present, and future tense orally, in written text, and in own writing.</p>	<p>L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>	
<p>Recognize, identify, and use adjectives orally, in written text, and in own writing.</p>	<p>L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>f. Use frequently occurring adjectives.</p>	
<p>Recognize, identify and use subjects and predicates, orally, in written text, and in own writing.</p>	<p>L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	
<p>Recognize, identify, and use statements, questions, and exclamations orally, in written</p>	<p>L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or</p>	

Core Knowledge Sequence Grade 1	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
text, and in own writing.	speaking. j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	
Produce and expand complete sentences orally and in shared writing exercises.	W1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books and use them to write a sequence of instructions) SL1.6 Produce complete sentences when appropriate to task and situation. L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	
C. Capitalization and Punctuation		
Capitalize the first word in a sentence, the pronoun I, and proper nouns (names and places,) months, days of the week.	RF1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people.	
Identify and use end punctuation, including periods, question marks, and exclamation points.	RF1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use end punctuation for sentences.	
Use commas appropriately in greetings and closings of letters, dates, and items in a series.	L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

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	c. Use commas in dates and to separate single words in a series.	
Write a simple friendly letter.		
Use apostrophes to create contractions and indicate possession, i.e., cat's meow.	L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Use quotation marks appropriately to designate direct speech.	L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
V. Poetry*		
<p>Hope (Langston Hughes) I Know All the Sounds the Animals Make (Jack Prelutsky) My Shadow (Robert Louis Stevenson) The Owl and the Pussycat (Edward Lear) The Pasture (Robert Frost) The Purple Cow (Gelett Burgess) Rope Rhyme (Eloise Greenfield) Sing a Song of People (Lois Lenski) Solomon Grundy (traditional) The Swing (Robert Louis Stevenson) Table Manners [also known as "The Goops"] (Gelett Burgess) Thanksgiving Day ["Over the river and through the wood"] (Lydia Maria Child) Washington (Nancy Byrd Turner) Wynken, Blynken, and Nod (Eugene Field)</p>	RL1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	
VI. Fiction		
A. Stories*		

Core Knowledge Sequence Grade 1	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>The Boy at the Dike (folktale from Holland) The Frog Prince Hansel and Gretel selections from The House at Pooh Corner (A. A.Milne) How Anansi Got Stories from the Sky God (folktale from West Africa) It Could Always Be Worse (Yiddish folktale) Jack and the Beanstalk The Knee-High Man (African-American folktale) Medio Pollito (Hispanic folktale) The Pied Piper of Hamelin Pinocchio The Princess and the Pea Puss-in-Boots Rapunzel Rumpelstiltskin Sleeping Beauty The Tale of Peter Rabbit (Beatrix Potter) Tales of Br'er Rabbit (recommended tales: Br'er Rabbit Gets Br'er Fox's Dinner; Br'er Rabbit Tricks Br'er Bear; Br'er Rabbit and the Tar Baby) Why the Owl Has Big Eyes (Native American legend)</p>		
B. Aesop's Fables*		
<p>The Boy Who Cried Wolf The Dog in the Manger The Wolf in Sheep's Clothing The Maid and the Milk Pail The Fox and the Grapes The Goose and the Golden Eggs</p>		
C. Different Lands, Similar Stories*		

Core Knowledge Sequence Grade 1	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>Lon Po Po (China) and Little Red Riding Hood Issun Boshi, or One-Inch Boy (Japan); Tom Thumb (England); Thumbelina (by the Danish writer Hans Christian Andersen); Little Finger of the Watermelon Patch (Vietnam) Some of the many variations on the Cinderella story (from Europe, Africa, China, Vietnam, Egypt, Korea, etc.)</p>		
D. Literary Terms		
Characters, heroes, and heroines		
<p>Drama actors and actresses costumes, scenery and props theater, stage, audience</p>		
VII. Sayings and Phrases		
<p>A.M. and P.M. An apple a day keeps the doctor away. Do unto others as you would have them do unto you. [also in Kindergarten] Fish out of water Hit the nail on the head. If at first you don't succeed, try, try again. Land of Nod Let the cat out of the bag. The more the merrier. Never leave till tomorrow what you can do today. Practice makes perfect. [also in Kindergarten] Sour grapes There's no place like home.. Wolf in sheep's clothing</p>	<p>RL1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. L1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. L1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).</p>	

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<p>*Reading: Text complexity and the growth of comprehension</p> <p>The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.</p> <p>(Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects, p. 8)</p>		
<p>**The Core Knowledge Language Arts Program: Grade 1 Language Art Objectives for Listening and Learning</p>		

Core Knowledge Sequence GRADE 2	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Listening and Speaking		
A. Classroom Discussion		
Maintain attention and actively participate in discussions about a variety of topics, ideas, and texts in both small and large group settings.	<p>SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 	
Speak clearly with volume appropriate to the setting.	<p>SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 	
Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.	<p>SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) 	
Ask questions to clarify conversations, directions, exercises, and/or classroom routines.	<p>SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 	
Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's	<p>SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>	<p>SL4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL5.3 Summarize the points a speaker makes and explain</p>

Core Knowledge Sequence GRADE 2	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
comments, with either an adult or another child of the same age.	<p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)</p>	how each claim is supported by reasons and evidence.
Participate in a conversation or group discussion by making reference to, or building upon, a comment made by another person.	<p>SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p>SL4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
Identify and express physical sensations, mental states, and emotions of self and others.		
Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).		
Understand and use narrative language to describe people, places, things, locations, events, actions.	<p>SL2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	
Understand and use common sayings and phrases such as "Don't judge a book by its cover" and "Better late than never" (see page 60).	<p>L2.6 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).</p>	
B. Presentation of Ideas and Information		
Follow multi-step, oral directions.	<p>SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	
Give simple directions.	<p>W2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>SL2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)</p>	<p>SL3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

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Provide simple explanations.	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.8 Describe how reasons support specific points the author makes in a text.</p> <p>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.</p> <p>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.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>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.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)</p>	
Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.	<p>RI.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	

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Give oral presentations about personal experiences, topics of interest, stories, and summaries of factual information that have been presented orally, visually or through multimedia, using appropriate eye contact, volume and clear enunciation.	<p>RL2.3 Describe how characters in a story respond to major events and challenges.</p> <p>SL2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>SL3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>
C. Comprehension and Discussion of Read-Alouds – All Texts		
Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.	<p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>RI4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI5.5 Compare and contrast the overall structure (e.g., chronology, comparison cause/effect, problem/solution) of events, ideas, concepts or information in two or more texts.</p>
Distinguish the following genres of literature: fiction, nonfiction and drama.	<p>RL2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	
Grasping Specific Details and Key Ideas		
Describe illustrations.	<p>RL2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate</p>	<p>RI3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a</p>

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	<p>understanding of its characters, setting, or plot.</p> <p>RI2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>character or setting).</p> <p>RI3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
<p>Sequence four to six pictures illustrating events in a read aloud.</p>	<p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	
<p>Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.</p>	<p>RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	
<p>Retell key details.</p>	<p>RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI2.8 Describe how reasons support specific points the author makes in a text.</p> <p>SL2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	
<p>Summarize in one's own words selected parts of a read-aloud.</p>	<p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	
<p>Ask questions to clarify information in a read-aloud.</p>	<p>RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>W2.8 Recall information from experiences or gather</p>	

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	<p>information from provided sources to answer a question.</p> <p>SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	
<p>Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.</p>	<p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL2.3 Describe how characters in a story respond to major events and challenges.</p> <p>W2.3 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.</p>	
Observing Craft and Structure		
<p>Understand and use words and phrases heard in read-alouds.</p>	<p>RL2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RI2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>L2.4 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.</p> <p>L2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	
<p>Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.</p>	<p>RI2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RI2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>RI3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RI3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RI4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific</p>

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<p>Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.</p>	<p>RL2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>L2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>SL2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>descriptions and directions in the text.</p>
Integrating Information and Evaluating Evidence		
<p>Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.</p>	<p>RL2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	
<p>Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.</p>	<p>RL2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	

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	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	
<p>Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.</p>	<p>RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	
<p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships.</p>	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>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.</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>
<p>Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.</p>	<p>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.</p>	
<p>Identify who is telling a story or providing information in a text.</p>	<p>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	
<p>D. Comprehension and Discussion of Read-Alouds – Fiction, Drama, and Poetry</p>		

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Retell a story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.	<p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RI2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	RL3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Compare and contrast characters from different stories.	RL2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	RL3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Describe characters in increasing depth by referring to dialogue and/or their actions in the story.	<p>RL2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	RL3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Change some story events and provide a different story ending. Create and tell an original story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.	W2.3 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.	
Distinguish fantasy from realistic text in a story.	RL2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	
Identify the moral or lesson of a fable, folktale, or myth.	RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	
Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.	RL2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
Identify repetitions in phrases, refrains, or sounds in poems or songs.	RL2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	
Identify sensory language and how it is used to describe people, objects, places and events.	<p>RL2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>SL2.4 Tell a story or recount an experience with</p>	

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	appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	
Describe the use of rhyme, rhythm and sensory images used in poetry.	RI.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.	
E. Comprehension and Discussion of Read-Alouds – Non-Fiction and Informational Text		
Generate questions and seek information from multiple sources to answer questions.	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>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).</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	
Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	
With assistance, categorize and organize facts and information within a given topic.	<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>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.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop</p>	<p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in text.</p> <p>RI.5.3 Explain the relationship or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information.</p>

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	<p>points, and provide a concluding statement or section.</p> <p>W2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>L2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	
<p>With assistance, create and interpret timelines and lifelines related to read-alouds.</p>	<p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL2.3 Describe how characters in a story respond to major events and challenges</p> <p>RI2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	
<p>Interpret information presented in diagrams, charts, graphs, etc.</p>	<p>RI2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>RI4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>
<p>Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.</p>	<p>RI2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	
II. Reading		
A. Phonics: Decoding and Encoding		
<p>Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).</p>	<p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>Blend individual phonemes to pronounce printed words.</p>	<p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p>	
<p>Understand that sometimes two or more printed letters stand for a single sound.</p>	<p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading</p>	

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	<p>regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p>	
Read multi-syllable words containing any of the grapheme-phoneme correspondences listed below.	<p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p>	
Read and write words with inflectional endings, i.e., -s, -ed, -ing, -er, -est.	<p>L2.4 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.</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>	
Read, understand, and write contractions, i.e., isn't, I'm, can't, etc.	<p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	
Sort and classify words according to the spelling used to represent a specific phoneme.		
Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in cats and /z/ as in dogs.	<p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p>	
Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted, i.e., read at > cat > bat > bad > bid.	<p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
Consonant Sounds and Spellings Taught in Second Grade		

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<p>/b/ spelled 'b' as in boy, 'bb' as in tubby</p> <p>/d/ spelled 'd' as in dog, 'dd' as in madder, 'ed' as in filled</p> <p>/f/ spelled 'f' as in fun, 'ff' as in stuff</p> <p>/g/ spelled 'g' as in get, 'gg' as in egg</p> <p>/h/ spelled 'h' as in him</p> <p>/j/ spelled 'j' as in jump, 'g' as in gem, 'ge' as in fringe</p> <p>/k/ spelled 'c' as in cat, 'k' as in kitten, 'ck' as in sick, 'cc' as in moccasin</p> <p>/l/ spelled 'l' as in lip, 'll' as in sell</p> <p>/m/ spelled 'm' as in mad, 'mm' as in hammer</p> <p>/n/ spelled 'n' as in net, 'nn' as in funny, 'kn' as in knock</p> <p>/p/ spelled 'p' as in pet, 'pp' as in happy</p> <p>/r/ spelled 'r' as in red, 'rr' as in earring, 'wr' as in wrist</p> <p>/s/ spelled 's' as in sit, 'ss' as in dress, 'c' as in cent, 'ce' as in prince, 'se' as in rinse</p> <p>/t/ spelled 't' as in top, 'tt' as in butter, 'ed' as in asked</p> <p>/v/ spelled 'v' as in vet, 've' as in twelve</p> <p>/w/ spelled 'w' as in wet, 'wh' as in when</p> <p>/x/ spelled 'x' as in tax</p> <p>/y/ spelled 'y' as in yes</p> <p>/z/ spelled 'z' as in zip, 'zz' as in buzz, 's' as in dogs</p> <p>/ch/ spelled 'ch' as in chop, 'tch' as in itch</p> <p>/sh/ spelled 'sh' as in ship</p> <p>/th/ spelled 'th' as in thin</p> <p>/th/ spelled 'th' as in then</p> <p>/qu/ spelled 'qu' as in quick</p> <p>/ng/ spelled 'ng' as in sing, 'n' as in pink</p>	<p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words</p>	
<p>Vowel Sounds and Spellings Taught in Second Grade</p>		

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/a/ spelled 'a' as in cat /e/ spelled 'e' as in get, 'ea' as in head /i/ spelled 'i' as in hit, 'y' as in myth /o/ spelled 'o' as in hot, 'a' as in wall /u/ spelled 'u' as in but, 'o' as in son	RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	
/ae/ spelled 'a_e' as in cake, 'ai' as in wait, 'ay' as in day, 'a' as in paper, 'ey' as in hey, 'ei' as in weight, 'ea' as in great /ee/ spelled 'ee' as in bee, 'e' as in me, 'y' as in funny, 'ea' as in beach, 'e_e' as in Pete, 'ie' as in cookie, 'i' as in ski, 'ey' as in key /ie/ spelled 'i_e' as in bike, 'i' as in biting, 'y' as in try, 'ie' as in tie, 'igh' as in night /oe/ spelled 'o_e' as in note, 'oa' as in boat, 'oe' as in toe, 'o' as in open, 'ow' as in snow /ue/ spelled 'u_e' as in cute, 'u' as in unit, 'ue' as in cue	RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels.	
/aw/ spelled 'aw' as in paw, 'au' as in Paul, 'augh' as in caught, 'ough' as in bought /oo/ spelled 'oo' as in look, 'u' as in student, 'ue' as in blue, 'ui' as in fruit, 'ew' as in new, 'u_e' as in tune /oo/ spelled 'oo' as in soon /ou/ spelled 'ou' as in shout, 'ow' as in now /oi/ spelled 'oi' as in oil, 'oy' as in toy /er/ spelled 'er' as in her, 'ur' as in hurt, 'ir' as in bird, 'ar' as in dollar /ar/ spelled 'ar' as in car /or/ spelled 'or' as in for, 'ore' as in more, 'our' as in four, 'oor' as in door Schwa spelled 'a' as in about /shun/ spelled 'tion' as in mention	RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
B. Oral Reading and Fluency		
Read decodable stories that incorporate the specific code knowledge that has been taught.	RI2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed	

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	<p>at the high end of the range.</p> <p>RF2.4 Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (90 wpm by the end of the year).</p>	<p>RF2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>RF3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>SL3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
<p>Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>L2.4 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.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both 	<p>RF3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>RF4.4 Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>RF5.4 Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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	<p>print and digital, to determine or clarify the meaning of words and phrases.</p> <p>RI2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	
<p>Demonstrate understanding of and use commas and end punctuation while reading orally.</p>	<p>RF2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	
<p>Read aloud, alone, or with a partner at least 20 minutes each day.</p>	<p>RF2.4 Read with sufficient accuracy and fluency to support comprehension.</p>	
C. Reading Comprehension – All Texts		
<p>Demonstrate understanding of text—the majority of which is decodable—after independent reading.</p>	<p>RF2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p>	<p>RF3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding</p>
Grasping Specific Details and Key Ideas		
<p>Sequence four to six pictures illustrating events from a text that has been read independently.</p>	<p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	
<p>Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.</p>	<p>RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	
<p>Retell key details from a text that has been read independently.</p>	<p>RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI2.8 Describe how reasons support specific points the</p>	

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	author makes in a text.	
Summarize in one's own words selected parts of a text.	RI.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	
Ask questions to clarify information about a text that has been read independently.	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	
Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.	RI.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RI.2.3 Describe how characters in a story respond to major events and challenges	
Observing Craft and Structure		
Identify basic text features and what they mean, including title, table of contents, chapter headings and captions.	RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	RI.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
Understand and use words and phrases from a text that has been read independently.	RI.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. RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 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. a. Use sentence-level context as a clue to the meaning of a word or phrase. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). L.2.5 Demonstrate understanding of word relationships	

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	<p>and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). <p>L2.6 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).</p>	
<p>Compare and contrast similarities and differences within a single text or between multiple texts read independently.</p>	<p>RI2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RI2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>RI3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RI3.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>
<p>Make personal connections to events or experiences in a text that has been read independently and/or make connections among several texts that have been read independently</p>	<p>RI2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>L2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). 	

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Integrating Information and Evaluating Evidence		
Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.	<p>RI.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	
Use pictures accompanying the written text to check and support understanding.	<p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	
Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.	<p>RI.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	
Answer questions that require making interpretations, judgments, or giving opinions about what is read independently, including answering “why” questions that require recognizing cause/effect relationships.	<p>RI.2.8 Describe how reasons support specific points the author makes in a text.</p> <p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>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.</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
Interpret information that is read independently and then ask questions to clarify this information.	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate</p>	

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	<p>understanding of key details in a text.</p> <p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	
<p>Identify who is telling a story or providing information in a text.</p>	<p>RI.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.</p>	
<p>Identify temporal words that link and sequence events, i.e., first, next, then, etc.</p>		<p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>
<p>Identify words that link ideas, i.e., for example, also, in addition.</p>	<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	
D. Reading Comprehension – Fiction, Drama, and Poetry		
<p>Retell a story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.</p>	<p>RI.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	
<p>Compare and contrast characters from different stories.</p>	<p>RI.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>RI.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>
<p>Describe characters in increasing depth by referring to dialogue and/or their actions in the story.</p>	<p>RI.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RI.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.</p>	
<p>Change some story events and provide a different story ending.</p>		
<p>Distinguish fantasy from realistic text in a story.</p>	<p>RI.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	
<p>Identify the moral or lesson of a fable, folktale, or myth.</p>	<p>RI.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	

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Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.	RL2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
Identify sensory language and how it is used to describe people, objects, places, and events.	RL2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	
Identify repetitions in phrases, refrains, or sounds in poems or songs.	RL2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	
Describe the use of rhyme, rhythm and sensory images used in poetry.	RL2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	
E. Reading Comprehension – Non-Fiction and Informational Text		
Generate questions and seek information from multiple sources to answer questions.	RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	
Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.	RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Interpret information presented in diagrams, charts, graphs, etc.	RI2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	
With assistance, categorize and organize facts and information for a given topic.	RI2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. W2.1 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. W2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop	

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	<p>points, and provide a concluding statement or section.</p> <p>W2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>L2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	
<p>With assistance, create and interpret timelines and lifelines related to text read independently.</p>	<p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RI2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	
<p>Distinguish text that describes events that happened long ago from text that describes contemporary or current events.</p>	<p>RI2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	
III. Writing		
Writing to Reflect Audience, Purpose, and Task		
<p>Add details to writing.</p>	<p>W2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	
<p>Begin to use tools, including technology, to plan, draft, and edit writing.</p>	<p>W2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>W3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others</p> <p>W4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>
Conducting Research		

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Gather information from experiences or provided text sources.	<p>W2.7 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).</p> <p>W2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	W3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
A. Narrative Writing		
Write a familiar story that includes setting(s), character(s), dialogue, and if appropriate, several events, using temporal words and phrases to indicate the chronology of events.	<p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>W2.3 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.</p>	
Write a personal narrative.	<p>W2.3 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.</p>	
Create a title and an ending that are relevant to the narrative.	<p>W2.1 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.</p> <p>W2.3 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.</p>	
B. Informative/Explanatory Writing		
Write about a topic, including a beginning and ending sentence, facts and examples relevant to the topic, and specific steps (if writing explanatory text).	<p>W2.1 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.</p> <p>W2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	
Group similar information into paragraphs.	<p>W2.2 Write informative/explanatory texts in which they</p>	

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	introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	
Use linking words such as also, another, and, etc. to connect ideas within a paragraph.	W2.1 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.	
C. Persuasive Writing (Opinion)		
Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion. Use words to link opinions with reasons or supporting details, such as because, also, another.	W2.1 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.	RL3.6 Distinguish their own point of view from that of the narrator or those of the characters. RI3.6 Distinguish their own point of view from that of the author of a text.
Create a title that is relevant to the topic or subject of the text.	W2.1 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.	
If writing about a specific book or read-aloud, refer to the content of the text.	W2.1 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.	
IV. Language Conventions		
Form sentences and paragraphs to communicate thoughts and ideas.	L2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	
Apply basic spelling conventions.	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	
Use basic capitalization and punctuation in sentences to convey meaning.	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic	

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A. Spelling		
Write phonemically plausible spellings for words using current code knowledge, e.g., write doller for dollar, wate for wait or weight.	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Write words, phrases, and sentences from dictation, applying phonics knowledge.	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Alphabetize words to the second letter.		
Use a children’s dictionary, with assistance, to check spelling and verify the meaning of words.	<p>L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L2.4 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.</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	
Identify and use synonyms, antonyms, homophones, and compound words.	<p>L2.4 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.</p> <p>L2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	
B. Parts of Speech and Sentence Structure		
Recognize, identify and use subject, object, and possessive pronouns, i.e., I, me, my, they, them, orally, in written text and in own writing.	L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Recognize, identify and use correct noun-pronoun agreement orally, in written text and in own writing.	L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

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	<ul style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). 	
Recognize, identify and use common and proper nouns, orally, in written text, and in own writing.	<p>L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use collective nouns (e.g., group). 	
Recognize, identify, and use the articles a and an appropriately orally, in written text and in own writing.	<p>L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
Recognize, identify and use selected regular and irregular plural nouns orally, in written text and in own writing.	<p>L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). 	
Recognize, identify and use selected regular and irregular past, present, and future tense verbs orally, in written text, and in own writing.	<p>L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). 	
Recognize, identify, and use adjectives orally, in written text, and in own writing. Recognize, identify, and use adverbs orally, in written text, and in own writing.	<p>L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> e. Use adjectives and adverbs, and choose between them depending on what is to be modified. 	
Recognize, identify and use subjects and predicates, orally, in written text, and in own writing.		
Recognize, identify, and use statements, questions, and exclamations orally, in written text, and in own writing.		
Recognize, identify, and use complete simple and compound sentences.	<p>L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The 	

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	action movie was watched by the little boy).	
C. Capitalization and Punctuation		
Capitalize the first word in a sentence, the pronoun I, and proper nouns (names and places,) months, days of the week, titles of people, and addresses.	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic	
Recognize, identify and use abbreviations with correct punctuation for the months, days of the week, titles of people, and addresses.	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Identify and use end punctuation, including periods, question marks, and exclamation points.	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Use commas appropriately in greetings and closings of letters, dates, items in a series, and addresses.	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas in greetings and closings of letters.	
Write a simple friendly letter.		
Use apostrophes to create contractions and indicate possession, i.e., cat's meow.	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use an apostrophe to form contractions and frequently occurring possessives.	
Use quotation marks appropriately to designate direct speech.	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
V. Poetry*		
Bed in Summer (Robert Louis Stevenson) Bee! I'm expecting you (Emily Dickinson) Buffalo Dusk (Carl Sandburg) Caterpillars (Aileen Fisher) Discovery (Harry Behn) Harriet Tubman (Eloise Greenfield) Hurt No Living Thing (Christina Rossetti) Lincoln (Nancy Byrd Turner)	RL2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	*Specifically listed in CCSS (Grade 3)

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<p>The Night Before Christmas (Clement Clarke Moore)</p> <p>Rudolph Is Tired of the City (Gwendolyn Brooks)</p> <p>Seashell (Federico Garcia Lorca)</p> <p>Smart (Shel Silverstein)</p> <p>Something Told the Wild Geese (Rachel Field)</p> <p>There Was an Old Man with a Beard (Edward Lear)</p> <p>Who Has Seen the Wind? (Christina Rossetti)</p> <p>Windy Nights (Robert Louis Stevenson)</p>		
VI. Fiction		
A. Stories*		
<p>Beauty and the Beast</p> <p>The Blind Men and the Elephant (a fable from India)</p> <p>A Christmas Carol (Charles Dickens)</p> <p>Charlotte’s Web (E. B. White)</p> <p>The Emperor’s New Clothes (Hans Christian Andersen)</p> <p>The Fisherman and His Wife (Brothers Grimm)</p> <p>How the Camel Got His Hump (a “Just-So” story by Rudyard Kipling)</p> <p>Iktomi stories (legends of the Plains Indian trickster figure, such as Iktomi Lost His Eyes; Iktomi and the Berries; Iktomi and the Boulder)</p> <p>The Magic Paintbrush (a Chinese folktale)</p> <p>El Pajaro Cu (a Hispanic folktale)</p> <p>selections from Peter Pan (James M. Barrie)</p> <p>Talk (a West African folktale)</p> <p>The Tiger, the Brahman, and the Jackal (a folktale from India)</p> <p>The Tongue-Cut Sparrow (a folktale from Japan)</p>	<p>RL2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>*Specifically listed in CCSS (Grade 3)</p>
B. Mythology of Ancient Greece*		
<p>Gods of Ancient Greece and Rome</p> <p>Zeus (Jupiter)</p>		

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Hera (Juno) Apollo (Apollo) Artemis (Diana) Poseidon (Neptune) Aphrodite (Venus) Demeter (Ceres) Ares (Mars) Hermes (Mercury) Athena (Minerva) Hephaestus (Vulcan) Dionysus (Bacchus) Eros (Cupid) Hades (Pluto)		
Mount Olympus: home of the gods		
Mythological creatures and characters Atlas (holding the world on his shoulders) centaurs Cerberus Pegasus Pan		
Greek Myths Prometheus (how he brought fire from the gods to men) Pandora's Box Oedipus and the Sphinx Theseus and the Minotaur Daedalus and Icarus Arachne the Weaver Swift-footed Atalanta Demeter and Persephone Hercules (Heracles) and the Labors of Hercules	RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
C. American Folk Heroes and Tall Tales*		

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Paul Bunyan Johnny Appleseed John Henry Pecos Bill Casey Jones	RL2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
D. Literary Terms		
myth		
tall tale		
limerick		
VII. Sayings and Phrases		
Back to the drawing board Better late than never Cold feet Don't cry over spilled milk. Don't judge a book by its cover. Easier said than done Eaten out of house and home Get a taste of your own medicine Get up on the wrong side of the bed In hot water Keep your fingers crossed. Practice what you preach. The real McCoy Two heads are better than one. Turn over a new leaf Where there's a will there's a way. You can't teach an old dog new tricks.	L2.5 Demonstrate understanding of word relationships and nuances in word meanings. L2.6 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).	
<p>*Reading: Text complexity and the growth of comprehension</p> <p>The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.</p> <p>(Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects, p. 8)</p>		

Core Knowledge Sequence GRADE 3	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Reading and Writing		
A. Reading Comprehension and Response		
Independently read and comprehend longer works of fiction (“chapter books”) and nonfiction appropriately written for third grade or beyond.	<p>RL3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p>RI3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	
Point to specific words or passages that are causing difficulties in comprehension.		
Orally summarize main points from fiction and nonfiction readings.	<p>RL3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RI3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>SL3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, qualitatively, and orally.</p> <p>SL4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas and themes.</p> <p>RL5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RI5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>SL5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, qualitatively, and orally.</p> <p>SL5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
Ask and pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction.	<p>RL3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as</p>	<p>RL4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing</p>

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	<p>the basis for the answers.</p> <p>SL3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. <p>SL3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>inferences from the text.</p> <p>RI5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<p>Use a dictionary to answer questions regarding meaning and usage of words with which he or she is unfamiliar.</p>	<p>RI3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>L3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	
<p>Know how to use a table of contents and index to</p>	<p>RI3.5 Use text features and search tools (e.g., key words,</p>	

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locate information.	sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	
B. Writing		
Produce a variety of types of writing—such as stories, reports, poems, letters, descriptions—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.	<p>W3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. <p>W3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. <p>W3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. <p>W3.4 With guidance and support from adults, produce writing in which the development and organization are</p>	

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	<p>appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English. 	
<p>Know how to gather information from basic print sources (such as a children’s encyclopedia), and write a short report presenting the information in his or her own words.</p>	<p>W3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p>Know how to use established conventions when writing a friendly letter: heading, salutation (greeting), closing, signature.</p>	<p>W3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p>Produce written work with a beginning, middle, and end.</p>	<p>W3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. <p>W3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	

Core Knowledge Sequence GRADE 3	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <p>W3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p>W3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p>Organize material in paragraphs and understand how to use a topic sentence</p> <p>How to develop a paragraph with examples and details that each new paragraph is indented</p>	<p>W3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p>	

Core Knowledge Sequence GRADE 3	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>d. Provide a concluding statement or section.</p> <p>W3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <p>W3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p>W3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p>In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.</p>	<p>W3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>W3.2 Write informative/explanatory texts to examine a</p>	

Core Knowledge Sequence GRADE 3	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. <p>W3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. <p>W3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>W3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
C. Spelling Grammar and Usage		

Core Knowledge Sequence GRADE 3	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>Spell most words correctly or with a highly probable spelling, and use a dictionary to check and correct spellings about which he or she is uncertain.</p> <p>Use capital letters correctly.</p>	<p>L3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	
<p>Understand what a complete sentence is, and identify subject and predicate in single-clause sentences distinguish complete sentences from fragments</p>	<p>L3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. 	
<p>Identify and use different sentence types: declarative (makes a statement) interrogative (asks a question) imperative (gives a command) exclamatory (for example, "What a hit!")</p>	<p>L3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I 	

Core Knowledge Sequence GRADE 3	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	
<p>Know the following parts of speech and how they are used:</p> <p>nouns (for concrete nouns)</p> <p>pronouns (singular and plural)</p> <p>verbs: action verbs and auxiliary (helping) verbs</p> <p>adjectives (including articles: a before a consonant, an before a vowel, and the)</p> <p>adverbs</p>	<p>L3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	
<p>Know how to use the following punctuation:</p> <p>end punctuation: period, question mark, or exclamation point</p> <p>comma: between day and year when writing a date; between city and state in an address; in a series; after yes and no</p> <p>apostrophe: in contractions; in singular and plural possessive nouns</p>	<p>L3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g.,</p>	

Core Knowledge Sequence GRADE 3	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	
Recognize and avoid the double negative.		
D. Vocabulary		
<p>Know what prefixes and suffixes are and how the following affect word meaning:</p> <p>Prefixes: re meaning “again” (as in reuse, refill) un meaning “not” (as in unfriendly, unpleasant) dis meaning “not” (as in dishonest, disobey) un meaning “opposite of” or “reversing an action” (as in untie, unlock) dis meaning “opposite of” or “reversing an action” (as in disappear, dismount)</p> <p>Suffixes: er and or (as in singer, painter, actor) less (as in careless, hopeless) ly (as in quickly, calmly)</p>	<p>RF3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words. <p>L3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <p>L3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). 	

Core Knowledge Sequence GRADE 3	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	
<p>Know what homophones are (for example, by, buy; hole, whole) and correct usage of homophones that commonly cause problems:</p> <p>their, there, they're your, you're its, it's here, hear to, too, two</p>	<p>L3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <p>L3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). 	
<p>Recognize common abbreviations (for example, St., Rd., Mr., Mrs., Ms., Dr., U.S.A., ft., in., lb.).</p>		
<p>II. Poetry*</p>		

Core Knowledge Sequence GRADE 3	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>Adventures of Isabel (Ogden Nash) The Bee (Isaac Watts; see also below, “The Crocodile”) By Myself (Eloise Greenfield) Catch a Little Rhyme (Eve Merriam) The Crocodile (Lewis Carroll) Dream Variations (Langston Hughes) Eletelephony (Laura Richards) Father William (Lewis Carroll) First Thanksgiving of All (Nancy Byrd Turner) For want of a nail, the shoe was lost . . . (traditional) Jimmy Jet and His TV Set (Shel Silverstein) Knoxville, Tennessee (Nikki Giovanni) Trees (Sergeant Joyce Kilmer)</p>		
III. Fiction		
A. Stories*		
<p>Alice in Wonderland (Lewis Carroll) from The Arabian Nights: Aladdin and the Wonderful Lamp Ali Baba and the Forty Thieves The Hunting of the Great Bear (an Iroquois legend about the origin of the Big Dipper) The Husband Who Was to Mind the House (a Norse/English folktale, also known as “Gone is Gone”) The Little Match Girl (Hans Christian Andersen) The People Who Could Fly (an African American folktale) Three Words of Wisdom (a folktale from Mexico) William Tell selections from The Wind in the Willows: “The River Bank” and “The Open Road” (Kenneth Grahame)</p>		
Norse Mythology		

Core Knowledge Sequence GRADE 3	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Asgard (home of the gods) Valhalla Hel (underworld) Odin Thor trolls Norse gods and English names for days of the week: Tyr, Odin [Wodin], Thor, Frigg [Freya]		
More Myths and Legends of Ancient Greece and Rome Jason and the Golden Fleece Perseus and Medusa Cupid and Psyche The Sword of Damocles Damon and Pythias Androcles and the Lion Horatius at the Bridge		
C. Literary terms		
biography and autobiography		
Fiction and nonfiction		
IV. Sayings and Phrases		

Core Knowledge Sequence GRADE 3	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>Actions speak louder than words. His bark is worse than his bite. Beat around the bush Beggars can't be choosers. Clean bill of health Cold shoulder A feather in your cap Last straw Let bygones be bygones. One rotten apple spoils the whole barrel. On its last legs Rule the roost The show must go on. Touch and go When in Rome do as the Romans do. Rome wasn't built in a day.</p>	<p>RL3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>L3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). <p>L3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	
<p>*Reading: Text complexity and the growth of comprehension</p> <p>The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.</p> <p>(Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects, p. 8)</p>		

Core Knowledge Sequence GRADE 4	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Writing, Grammar, and Usage		
A. Writing and Research		
<p>Produce a variety of types of writing—including stories, reports, summaries, descriptions, poems, letters—with a coherent structure or story line.</p>	<p>W4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. <p>W4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p> <p>W4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). <p>W4.10 Write routinely over extended time frames (time</p>	

Core Knowledge Sequence GRADE 4	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>RL4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RI4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>L4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 	
<p>Know how to gather information from different sources (such as an encyclopedia, magazines, interviews, observations, atlas, on-line), and write short reports presenting the information in his or her own words, with attention to the following:</p> <ul style="list-style-type: none"> understanding the purpose and audience of the writing defining a main idea and sticking to it providing an introduction and conclusion organizing material in coherent paragraphs documenting sources in a rudimentary bibliography 	<p>W4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related 	

Core Knowledge Sequence GRADE 4	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>to the information or explanation presented.</p> <p>W4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). <p>W4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>RI4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably.</p>	
<p>Organize material in paragraphs and understand how to use a topic sentence</p> <p>How to develop a paragraph with examples and details that each new paragraph is indented</p>	<p>W4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented. <p>W4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly and group related 	

Core Knowledge Sequence GRADE 4	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. <p>W4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. 	
B. Grammar and Usage		
<p>Understand what a complete sentence is, and identify subject and predicate in single-clause sentences</p> <p>Distinguish complete sentences from fragments</p> <p>Identify and correct run-on sentences</p>	<p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather 	

Core Knowledge Sequence GRADE 4	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>than a red small bag).</p> <ul style="list-style-type: none"> e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., to, too, two; there, their).* 	
<p>Identify subject and verb in a sentence and understand that they must agree.</p>	<p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., to, too, two; there, their).* 	

Core Knowledge Sequence GRADE 4	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>Identify and use different sentence types: declarative, interrogative, imperative, exclamatory.</p> <p>Know the following parts of speech and how they are used: nouns, pronouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions (and, but, or), interjections.</p>	<p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., to, too, two; there, their).* 	
<p>Know how to use the following punctuation: end punctuation: period, question mark, or exclamation point</p> <p>comma: between day and year when writing a date, between city and state in an address, in a series, after yes and no, before conjunctions that combine sentences, inside quotation marks in dialogue</p> <p>apostrophe: in contractions, in singular and plural possessive nouns</p> <p>quotation marks: in dialogue, for titles of poems, songs, short stories, magazine articles</p>	<p>L4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. 	
<p>Understand what synonyms and antonyms are, and provide synonyms or antonyms for given words.</p>	<p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to 	

Core Knowledge Sequence GRADE 4	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p> <p>L4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	
Use underlining or italics for titles of books.	<p>L4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	
<p>Know how the following prefixes and suffixes affect word meaning:</p> <p>Prefixes:</p> <p>im, in (as in impossible, incorrect)</p> <p>non (as in nonfiction, nonviolent)</p> <p>mis (as in misbehave, misspell)</p> <p>en (as in enable, endanger)</p> <p>pre (as in prehistoric, pregame)</p> <p>Suffixes:</p> <p>ily, y (as in easily, speedily, tricky)</p> <p>ful (as in thoughtful, wonderful)</p>	<p>RF4.3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking;</p>	

Core Knowledge Sequence GRADE 4	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>able, ible (as in washable, flexible) ment (as in agreement, amazement)</p>	<p>I am walking; I will be walking) verb tenses.</p> <ul style="list-style-type: none"> c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., to, too, two; there, their).* <p>L4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	
<p>Review correct usage of problematic homophones: their, there, they're your, you're its, it's here, hear to, too, two</p>	<p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* 	

Core Knowledge Sequence GRADE 4	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>	
II. Poetry		
A. Poems*		
<p>Afternoon on a Hill (Edna St. Vincent Millay) Clarence (Shel Silverstein) Clouds (Christina Rossetti) Concord Hymn (Ralph Waldo Emerson) Dreams (Langston Hughes) the drum (Nikki Giovanni) Fog (Carl Sandburg) George Washington (Rosemary and Stephen Vincent Benet) Humanity (Elma Stuckey) Life Doesn't Frighten Me (Maya Angelou) Monday's Child Is Fair of Face (traditional) Paul Revere's Ride (Henry Wadsworth Longfellow) The Pobble Who Has No Toes (Edward Lear) The Rhinoceros (Ogden Nash) Things (Eloise Greenfield) A Tragic Story (William Makepeace Thackeray)</p>	<p>RL4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF4.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	
B. Terms		
<p>stanza and line</p>	<p>RI4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	
III. Fiction		
A. Stories*		

Core Knowledge Sequence GRADE 4	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>The Fire on the Mountain (an Ethiopian folktale) from Gulliver’s Travels: Gulliver in Lilliput and Brobdingnag (Jonathan Swift)</p> <p>The Legend of Sleepy Hollow and Rip Van Winkle (Washington Irving)</p> <p>The Magic Brocade (a Chinese folktale)</p> <p>Pollyanna (Eleanor Porter)</p> <p>Robinson Crusoe (Daniel Defoe)</p> <p>Robin Hood</p> <p>St. George and the Dragon</p> <p>Treasure Island (Robert Louis Stevenson)</p>	<p>RL4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF4.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>a. Read on-level text with purpose and understanding</p>	
B. Myths and Mythical Creatures*		
<p>Legends of King Arthur and the Knights of the Round Table</p> <p>How Arthur Became King</p> <p>The Sword in the Stone</p> <p>The Sword Excalibur</p> <p>Guinevere</p> <p>Merlin and the Lady of the Lake</p> <p>Sir Lancelot</p>	<p>RL4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RL4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>RL4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF4.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>a. Read on-level text with purpose and understanding</p>	
C. Literary Terms		
<p>novel</p> <p>plot</p> <p>setting</p>	<p>RI4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	
IV. Speeches*		

Core Knowledge Sequence GRADE 4	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Patrick Henry: "Give me liberty or give me death" Sojourner Truth: "Ain't I a woman?"	<p>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>a. Read on-level text with purpose and understanding</p>	
V. Sayings and Phrases		
<p>An ounce of prevention is worth a pound of cure. As the crow flies Beauty is only skin deep. The bigger they are, the harder they fall. Birds of a feather flock together. Blow hot and cold Break the ice Bull in a china shop Bury the hatchet Can't hold a candle to Don't count your chickens before they hatch. Don't put all your eggs in one basket. Etc. Go to pot Half a loaf is better than none. Haste makes waste. Laugh and the world laughs with you. Lightning never strikes twice in the same place. Live and let live. Make ends meet. Make hay while the sun shines. Money burning a hole in your pocket Once in a blue moon One picture is worth a thousand words. On the warpath</p>	<p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation).</p>	

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RSVP Run-of-the-mill Seeing is believing. Shipshape Through thick and thin Timbuktu Two wrongs don't make a right. When it rains, it pours. You can lead a horse to water, but you can't make it drink.		
<p>*Reading: Text complexity and the growth of comprehension</p> <p>The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.</p> <p>(Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects, p. 8)</p>		

Core Knowledge Sequence GRADE 5	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Writing, Grammar, and Usage		
A. Writing and Research		
<p>Produce a variety of types of writing—including reports, summaries, letters, descriptions, research essays, essays that explain a process, stories, poems—with a coherent structure or story line.</p>	<p>W5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. <p>W5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. <p>W5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, 	

Core Knowledge Sequence GRADE 5	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <ul style="list-style-type: none"> c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. <p>W5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>W5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). <p>W5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>RL5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RI5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>L5.3 Use knowledge of language and its conventions</p>	

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	<p>when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. 	
<p>Know how to gather information from different sources (such as an encyclopedia, magazines, interviews, observations, atlas, on-line), and write short reports synthesizing information from at least three different sources, presenting the information in his or her own words, with attention to the following:</p> <ul style="list-style-type: none"> understanding the purpose and audience of the writing defining a main idea and sticking to it providing an introduction and conclusion organizing material in coherent paragraphs illustrating points with relevant examples documenting sources in a rudimentary bibliography 	<p>W5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. <p>W5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support 	

Core Knowledge Sequence GRADE 5	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>which point[s]").</p> <p>RI5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	
B. Grammar and Usage		
Understand what a complete sentence is, and identify subject and predicate correct fragments and run-ons		
Identify subject and verb in a sentence and understand that they must agree.		
Know the following parts of speech and how they are used: nouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions, interjections.	<p>L5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., either/or, neither/nor). 	
Understand that pronouns must agree with their antecedents in case (nominative, objective, possessive), number, and gender.		
Correctly use punctuation studied in earlier grades, as well as the colon before a list, commas with an appositive	<p>L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory 	

Core Knowledge Sequence GRADE 5	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>element from the rest of the sentence.</p> <ul style="list-style-type: none"> c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. 	
<p>Use underlining or italics for titles of books.</p>	<p>L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. 	
C. Vocabulary		
<p>Know how the following prefixes and suffixes affect word meaning:</p> <p>Prefixes:</p> <p>anti (as in antisocial, antibacterial) inter (as in interstate)</p> <p>co (as in coeducation, co-captain)</p> <p>mid (as in midnight, Midwest)</p> <p>fore (as in forefather, foresee) post (as in postseason, postwar)</p> <p>il, ir (as in illegal, irregular) semi (as in semicircle, semiprecious)</p> <p>Suffixes:</p>	<p>RF5.3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <p>L5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 	

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ist (as in artist, pianist) ish (as in stylish, foolish) ness (as in forgiveness, happiness) tion, sion (as in relation, extension)	<ul style="list-style-type: none"> b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	
II. Poetry		
A. Poems*		
The Arrow And The Song (Henry Wadsworth Longfellow) Barbara Frietchie (John Greenleaf Whittier) Battle Hymn of the Republic (Julia Ward Howe) A bird came down the walk (Emily Dickinson) Casey at the Bat (Ernest Lawrence Thayer) The Eagle (Alfred Lord Tennyson) I Hear America Singing (Walt Whitman) I like to see it lap the miles (Emily Dickinson) I, too, sing America (Langston Hughes) Jabberwocky (Lewis Carroll) Narcissa (Gwendolyn Brooks) O Captain! My Captain! (Walt Whitman) A Poison Tree (William Blake) The Road Not Taken (Robert Frost) The Snowstorm (Ralph Waldo Emerson) Some Opposites (Richard Wilbur) The Tiger (William Blake) A Wise Old Owl (Edward Hersey Richards)	<p>RL5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>RF5.4 Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. <p>*Specifically listed in CCSS</p>	
B. Terms		

Core Knowledge Sequence GRADE 5	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
onomatopoeia alliteration	RI5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	
III. Fiction and Drama		
A. Stories*		
<p>The Adventures of Tom Sawyer (Mark Twain)</p> <p>episodes from Don Quixote (Miguel de Cervantes)</p> <p>Little Women (Part First) (Louisa May Alcott)</p> <p>Narrative of the Life of Frederick Douglass (Frederick Douglass)</p> <p>The Secret Garden (Frances Hodgson Burnett)</p> <p>Tales of Sherlock Holmes, including “The Red-Headed League” (Arthur Conan Doyle)</p>	<p>RL5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>RF5.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>a. Read on-level text with purpose and understanding</p>	
B. Drama*		
A Midsummer Night’s Dream (William Shakespeare)	<p>RL5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>RF5.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>a. Read on-level text with purpose and understanding</p>	
<p>Terms: tragedy and comedy act, scene Globe Theater</p>	<p>RL5.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</p> <p>RI5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	
C. Myths and Legends*		

Core Knowledge Sequence GRADE 5	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>A Tale of the Oki Islands (a legend from Japan, also known as “The Samurai’s Daughter”)</p> <p>Morning Star and Scarface: the Sun Dance (a Plains Native American legend, also known as “The Legend of Scarface”)</p> <p>Native American trickster stories (for example, tales of Coyote, Raven, or Grandmother Spider)</p>	<p>RL5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>RF5.4 Read with sufficient accuracy and fluency to support comprehension</p> <p style="padding-left: 20px;">a. Read on-level text with purpose and understanding</p>	
D. Literary Terms		
Pen name (pseudonym)		
<p>Literal and figurative language imagery metaphor and simile symbol personification</p>	<p>RL5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	
IV. Speeches*		
<p>Abraham Lincoln: The Gettysburg Address</p> <p>Chief Joseph (Highh’moot Tooyalakekt): “I will fight no more forever”</p>	<p>RI5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	
V. Sayings and Phrases		
<p>Birthday suit</p> <p>Bite the hand that feeds you.</p> <p>Chip on your shoulder</p> <p>Count your blessings.</p> <p>Eat crow</p> <p>Eleventh hour</p> <p>Eureka!</p> <p>Every cloud has a silver lining.</p> <p>Few and far between</p> <p>Forty winks</p> <p>The grass is always greener on the other</p>	<p>RI5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>L5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p style="padding-left: 20px;">a. Interpret figurative language, including similes and metaphors, in context.</p> <p style="padding-left: 20px;">b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p style="padding-left: 20px;">c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>L5.6 Acquire and use accurately grade-appropriate</p>	

Core Knowledge Sequence GRADE 5	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>side (of the hill). To kill two birds with one stone Lock, stock and barrel Make a mountain out of a molehill A miss is as good as a mile. It's never too late to mend. Out of the frying pan and into the fire. A penny saved is a penny earned. Read between the lines. Sit on the fence Steal his/her thunder Take the bull by the horns. Till the cows come home Time heals all wounds. Tom, Dick and Harry Vice versa A watched pot never boils. Well begun is half done. What will be will be</p>	<p>general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	
<p>*Reading: Text complexity and the growth of comprehension The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. (Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects, p. 8)</p>		

Core Knowledge Sequence GRADE 6	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Writing Grammar and Usage		
A. Writing and Research		
Learn strategies and conventions for writing a persuasive essay, with attention to defining a thesis (that is, a central proposition, a main idea) supporting the thesis with evidence, examples, and reasoning distinguishing evidence from opinion anticipating and answering counter-arguments maintaining a reasonable tone		
Write a research essay, with attention to asking open-ended questions gathering relevant data through library and field research summarizing, paraphrasing, and quoting accurately when taking notes defining a thesis organizing with an outline integrating quotations from sources acknowledging sources and avoiding plagiarism preparing a bibliography		
Write a standard business letter.		
B. Speaking and Listening		
Participate civilly and productively in group discussions.		<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and

Core Knowledge Sequence GRADE 6	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
		<p>link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
<p>Give a short speech to the class that is well-organized and well-supported.</p>		<p>SL4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
<p>Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances, such as a job interview.</p>		<p>SL4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)</p> <p>SL5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>

Core Knowledge Sequence GRADE 6	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
C. Grammar and Usage		
Understand what a complete sentence is, and identify subject and predicate, identify independent and dependent clauses, correct fragments and run-ons		
Identify different sentence types, and write for variety by using simple sentences compound sentences complex sentences compound-complex sentences		
Correctly use punctuation introduced in earlier grades, and learn how to use a semicolon or comma with <i>and</i> , <i>but</i> , or <i>or</i> to separate the sentences that form a compound sentence.		
Correctly use punctuation introduced in earlier grades, and learn how to use a semicolon or comma with <i>and</i> , <i>but</i> , or <i>or</i> to separate the sentences that form a compound sentence.		
Recognize the following troublesome verbs and how to use them correctly: sit, set rise, raise lie, lay		
Correctly use the following: good / well between / among bring / take accept / except fewer / less like / as affect / effect who / whom imply / infer principle / principal		

Core Knowledge Sequence GRADE 6	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
their / there / they're		
D. Spelling		
Review spelling rules for use of <i>ie</i> and <i>ei</i> ; for adding prefixes and suffixes		
<p>Continue work with spelling, with special attention to commonly misspelled words, including:</p> <p>acquaintance amateur analyze answer athlete Britain characteristic committee conscious cooperate criticize dependent develop embarrassed exaggerate exercise fulfill gymnasium hypocrite innocence interrupt license marriage minimum naturally occurrence parallel</p>		

Core Knowledge Sequence GRADE 6	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
peasant philosopher possess privilege receipt recommendation repetition restaurant rhythm separate similar sophomore substitute success suspicion tragedy woman writing		
E. Vocabulary		
<i>Latin/Greek Word Meaning Examples</i> annus [L] year annual, anniversary ante [L] before antebellum, antecedent aqua [L] water aquarium astron [G] star astronaut, astronomy bi [L] two bisect, bipartisan bios [G] life biology, biography centum [L] hundred cent, percent decem [L] ten decade, decimal dico, dictum [L] say, thing said dictation, dictionary duo [G, L] two duplicate ge [G] earth geology, geography		

Core Knowledge Sequence GRADE 6	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p> hydor [G] water hydrant, hydroelectric magnus [L] large, great magnificent, magnify mega [G] large, great megaphone, megalomania mikros [G] small microscope, microfilm minus [L] smaller diminish, minor monos [G] single monologue, monarch, monopoly omnis [L] all omnipotent, omniscient phileo [G] to love philosophy, philanthropist phone [G] sound, voice phonograph, telephone photo [from G <i>phos</i>/light photograph, photocopy poly [G] many polygon post [L] after posthumous, posterity pre [L] before predict, prepare primus [L] first primary, primitive protos [G] first prototype, protozoa psyche[G] soul, mind psychology quartus [L] fourth quadrant, quarter tele [G] at a distance telephone, television, telepathy thermos [G] heat thermometer, thermostat tri [G, L] three trilogy, triangle unus [L] one unanimous, unilateral video, visum [L] see, seen evident, visual vita [L] life vitality, vitamin </p>		
II. Poetry		
A. Poems		

Core Knowledge Sequence GRADE 6	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>All the world's a stage [from <i>As You Like It</i>] (William Shakespeare)</p> <p>Apostrophe to the Ocean [from <i>Childe Harold's Pilgrimage</i>, Canto 4, Nos. 178-184] (George Gordon Byron)</p> <p>I Wandered Lonely as a Cloud (William Wordsworth)</p> <p>If (Rudyard Kipling)</p> <p>Mother to Son (Langston Hughes)</p> <p>Lift Ev'ry Voice and Sing (James Weldon Johnson)</p> <p>A narrow fellow in the grass (Emily Dickinson)</p> <p>A Psalm of Life (Henry Wadsworth Longfellow)</p> <p>The Raven (Edgar Allan Poe)</p> <p>A Song of Greatness (a Chippewa song, trans. Mary Austin)</p> <p>Stopping by Woods on a Snowy Evening (Robert Frost)</p> <p>Sympathy (Paul Laurence Dunbar)</p> <p>There is no frigate like a book (Emily Dickinson)</p> <p>The Walloping Window-blind (Charles E. Carryl)</p> <p>Woman Work (Maya Angelou)</p>		
B. Terms		
meter		
iamb		
couplet		
rhyme scheme		
free verse		
III. Fiction and Drama		
A. Stories		
<p><i>The Iliad</i> and <i>The Odyssey</i> (Homer)</p> <p><i>The Prince and the Pauper</i> (Mark Twain)</p>		
B. Drama		

Core Knowledge Sequence GRADE 6	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<i>Julius Caesar</i> (William Shakespeare)		
C. Classical Mythology		
Apollo and Daphne Orpheus and Eurydice Narcissus and Echo Pygmalion and Galatea		
D. Literary Terms		
Epic		
Literal and figurative language (review from grade 5) imagery metaphor and simile symbol personification		
IV. Sayings and Phrases		

Core Knowledge Sequence GRADE 6	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>All for one and one for all. All's well that ends well. Bee in your bonnet The best-laid plans of mice and men oft go awry. A bird in the hand is worth two in the bush. Bite the dust Catch-as-catch-can Don't cut off your nose to spite your face. Don't lock the stable door after the horse is stolen. Don't look a gift horse in the mouth. Eat humble pie A fool and his money are soon parted. A friend in need is a friend indeed. Give the devil his due. Good fences make good neighbors. He who hesitates is lost. He who laughs last laughs best. Hitch your wagon to a star. If wishes were horses, beggars would ride. The leopard doesn't change his spots. Little strokes fell great oaks. Money is the root of all evil. Necessity is the mother of invention. It's never over till it's over. Nose out of joint Nothing will come of nothing. Once bitten, twice shy. On tenterhooks Pot calling the kettle black Procrastination is the thief of time. The proof of the pudding is in the eating. RIP The road to hell is paved with good intentions. The road to hell is paved with good intentions. Rome wasn't built in a day. Rule of thumb A stitch in time saves nine. Strike while the iron is hot. Tempest in a teapot Tenderfoot</p>	<p>(DRAFT)</p>	

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Writing, Grammar, and Usage		
A. Writing and Research		
Expository writing: Write nonfiction essays that describe, narrate, persuade, and compare and contrast.		
Write research essays, with attention to asking open-ended questions gathering relevant data through library and field research summarizing, paraphrasing, and quoting accurately when taking notes defining a thesis (that is, a central proposition, a main idea) organizing with an outline integrating quotations from sources acknowledging sources and avoiding plagiarism preparing a bibliography		
B. Speaking and Listening		
Participate civilly and productively in group discussions.		
Give a short speech to the class that is well-organized and well-supported.		
Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances, such as a job interview.		
C. Grammar		
Parts of the Sentence		
Prepositional phrases Identify as adjectival or adverbial Identify word(s) modified by the prepositional phrase Object of preposition (note that pronouns are in objective case)		

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Punctuation of prepositional phrases		
Subject and verb Find complete subject and complete predicate Identify simple subject and simple verb (after eliminating prepositional phrases): in statements in questions in commands (you understood) with there and here Auxiliary verbs Noun of direct address Subject-verb agreement: with compound subjects with compound subjects joined by <i>or</i> with indefinite pronouns (for example, everyone, anyone, some, all)		
Complements Find direct and indirect objects Review linking vs. action verbs Predicate nominative Predicate adjective		
Appositives Identify and tell which noun is renamed Use of commas with appositive phrases		
Participles Identify past, present participles Identify participial phrases Find the noun modified Commas with participial phrases		
Gerunds and gerund phrases Identify and tell its use in the sentence (subject, direct object, indirect object, appositive, predicate nominative, object of preposition)		

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Infinitives and infinitive phrases Adjective and adverb: find the word it modifies Noun: tell its use in the sentence		
Clauses		
Review: sentences classified by structure Simple; compound (coordinating conjunctions v. conjunctive adverbs); complex; compound-complex		
Review independent (main) v. dependent (subordinate) clauses		
Kinds of dependent clauses Adjective clauses Identify and tell noun modified Introductory words: relative pronouns, relative adverbs (where, when) Implied “that” Commas with nonrestrictive (nonessential) adjective clause Adverb clauses Identify and tell the word(s) modified Subordinating conjunctions (for example, because, although, when, since, before, after, as soon as, where) Comma after introductory adverbial clause Noun clauses Identify and tell use in the sentence (subject, predicate nominative, direct object, indirect object, object of preposition, appositive, objective complement, noun of direct address)		
D. Spelling		
Continue work with spelling, with special attention to commonly misspelled words, including: achievement		

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
address analysis anonymous argument beginning business college conscience control criticism despise definite description doesn't environment excellent existence grammar hypocrisy immediately interpret knowledge lieutenant medieval muscle muscular occasionally offense particularly persuade politician prejudice probably recognize remembrance		

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
responsibility rhyme sacrifice scholar shepherd sincerely sponsor succeed surprise tendency thorough truly women written		
E. Vocabulary		
<i>Latin/Greek Word Meaning Examples</i> ab [L] away from abnormal, absent ad [L] to, forward advocate, advance amo [L] love amiable, amorous audio [L] hear audience, inaudible auto [G] self automobile, autocrat bene [L] good/well beneficial, benefit circum [L] around circulate, circumference celer [L] swift accelerate chronos [G] time chronological cresco [L] grow increase, decrease cum [L] with compose, accommodate curro [L] run current, cursive, course demos [G] people democracy, epidemic erro [L] wander, stray error, erratic ex [L] from, out of exclaim, exhaust extra [L] outside extravagant, extraordinary facio [L] make effect, affect		

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>fero [L] bring, bear confer, defer fragilis [L] breakable fragile, fragment finis [L] end confine, finality homos [G] same homogenous hyper [G] over, beyond hypertension, hyperactive hypo [G] under, beneath hypodermic, hypothesis jacio [L] throw eject, interject judex [L] a judge judge, prejudice juro [L] swear jury, perjury makros [G] long macrocosm malus [L] bad malady, malice manus [L] hand manufacture, manuscript morphe [G] form metamorphosis, amorphous neos [G] new neophyte pan [G] all panorama, panacea pedis [L] foot pedal, biped polis [G] city metropolis pro [L] before, for proceed, propose, prodigy pseudos [G] a lie pseudonym re [L] back, again react, reply, revise scribo[L] write scribble, inscribe sentio [L] feel (with senses) sensation, sensual, sentry sequor [L] follow subsequent, sequel solvo [L] loosen solution, dissolve, solvent specto [L] look at inspect, speculate, perspective strictus [L] drawn tight strict, constricted sub [L] under subdue, subject, subtract super [L] above superficial, superlative, supreme syn [G] together synchronize, synthesis tendo [L] stretch tension, intense, detention teneo [L] hold, keep contain, content, maintain trans [L] across transfer, transcontinental valeo [L] be strong prevail, valiant venio [L] come event, advent</p>		

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
voco [L] call vocal, voice, vociferous volvo [L] revolve evolve, revolution zoon, zoe [G] animal, life zoology, protozoa		
II. Poetry		
A. Poems		
Annabel Lee (Edgar Allan Poe) Because I could not stop for Death (Emily Dickinson) The Charge of the Light Brigade (Alfred Lord Tennyson) The Chimney Sweeper (both versions from <i>The Songs of Innocence</i> and <i>The Songs of Experience</i> ; William Blake) The Cremation of Sam McGee (Robert Service) Dulce et Decorum Est (Wilfred Owen) Fire and Ice; Nothing Gold Can Stay (Robert Frost) Heritage (Countee Cullen) Macavity: The Mystery Cat (T.S. Eliot) The Negro Speaks of Rivers; Harlem; Life is Fine (Langston Hughes) This Is Just to Say; The Red Wheelbarrow (William Carlos Williams)		
B. Elements of Poetry		
Review: meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, alliteration		
Stanzas and refrains		RL5.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
Forms ballad sonnet lyric narrative limerick		

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
haiku		
Types of rhyme: end, internal, slant, eye		
III. Fiction and Drama		
A. Short Stories		
“The Gift of the Magi” (O. Henry) “The Necklace” (Guy de Maupassant) “The Secret Life of Walter Mitty” (James Thurber) “The Tell-Tale Heart”; “The Purloined Letter” (Edgar Allan Poe)		
B. Novels/Novellas		
<i>The Call of the Wild</i> (Jack London) <i>Dr. Jekyll and Mr. Hyde</i> (Robert Louis Stevenson)		
C. Elements of Fiction		
Review aspects of plot and setting		
Theme		
Point of view in narration omniscient narrator unreliable narrator third person limited first person		RL4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. RI4.6 Compare and contrast a firsthand and second hand account of the same event or topic; describe the differences in focus and the information provided. RL5.6 Describe how a narrator’s or speaker’s point of view influences how events are described. RI5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Conflict: external and internal		
Suspense and climax		
D. Essays and Speeches		

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
"Shooting an Elephant" (George Orwell) "The Night the Bed Fell" (James Thurber) "Declaration of War on Japan" (Franklin D. Roosevelt)		
E. Autobiography		
<i>Diary of a Young Girl</i> (Anne Frank)		
F. Drama		
<i>Cyrano de Bergerac</i> (Edmond Rostand)		
Elements of drama Tragedy and comedy (review) Aspects of conflict, suspense, and characterization Soliloquies and asides		
G. Literary Terms		
Irony: verbal, situational, dramatic		
Flashbacks and foreshadowing		
Hyperbole; oxymoron; parody		
IV. Foreign Phrases Commonly Used in English		

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>ad hoc - concerned with a particular purpose; improvised [literally, "to the thing"]</p> <p>bona fides - good faith; sincere, involving no deceit or fraud</p> <p>carpe diem - seize the day, enjoy the present</p> <p>caveat emptor - let the buyer beware, buy at your own risk</p> <p>de facto - in reality, actually existing</p> <p>in extremis - in extreme circumstances, especially at the point of death</p> <p>in medias res - in the midst of things</p> <p>in toto - altogether, entirely</p> <p>modus operandi - a method of procedure</p> <p>modus vivendi - a way of living, getting along</p> <p>persona non grata - an unacceptable or unwelcome person</p> <p>prima facie - at first view, apparently; self-evident</p> <p>pro bono publico - for the public good</p> <p>pro forma - for the sake of form, carried out as a matter of formality</p> <p>quid pro quo - something given or received in exchange for something else</p> <p>requiescat in pace, R I P - may he or she rest in peace [seen on tombstones]</p> <p>sic transit gloria mundi - thus passes away the glory of the world</p> <p>sine qua non - something absolutely indispensable [literally, "without which not"]</p> <p>sub rosa – secretly</p>		

Core Knowledge Sequence Grade 8	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Writing, Grammar, and Usage		
A. Writing and Research		
Expository writing: Write essays that describe, narrate, persuade, and compare and contrast.		
Write research essays, with attention to asking open-ended questions gathering relevant data through library and field research summarizing, paraphrasing, and quoting accurately when taking notes defining a thesis (that is, a central proposition, a main idea) organizing with an outline integrating quotations from sources acknowledging sources and avoiding plagiarism preparing a bibliography		
B. Speaking and Listening		
Participate civilly and productively in group discussions.		
Give a short speech to the class that is well-organized and well-supported.		
Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances, such as a job interview.		
C. Grammar		
Punctuation		
Review punctuation based on sentence structure, including semi-colons commas with phrases and clauses		
Review other punctuation, including punctuation of quotations, dialogue		

Core Knowledge Sequence Grade 8	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
use of parentheses hyphens dashes colons italics apostrophes		
Misplace Modifiers		
Phrases and clauses go as near as possible to the word(s) they modify. Dangling modifiers Two-way modifiers		
Parallelism		
Parallelism is expressing ideas of equal importance using the same grammatical constructions.		
Kinds of parallelism coordinate (using coordinating conjunctions <i>and</i> , <i>but</i> , <i>or</i> , <i>nor</i> , <i>yet</i>) compared/contrasted correlative (both . . . and, either . . . or, neither . . . nor, not only . . . but also)		
Correcting faulty parallelism repeating words (articles, prepositions, pronouns) to maintain parallelism completing parallel construction revising sentences using parallel structure (for example, using all gerund phrases, or all noun clauses)		
Sentence Variety		
Review sentences classified by structure: simple, compound, complex, compound-complex.		
Varying sentence length and structure to avoid monotony		

Core Knowledge Sequence Grade 8	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Varying sentence openings		
D. Spelling		
<p>Continue work with spelling, with special attention to commonly misspelled words, including:</p> <ul style="list-style-type: none"> absence accommodate analysis attendance believe bureau capitol colonel committee correspondence curiosity defendant dessert desperate dissatisfied extraordinary fascinating foreign guarantee hygiene independence laboratory library lightning maintenance mileage necessary occurrence permanence 		

Core Knowledge Sequence Grade 8	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
physician prairie sergeant souvenir straight technique temporary vacuum whether		
E. Vocabulary		
aequus [L] equal equal, equation ago, acta [L] do, things done agent, enact, transact anthropos [G] man, human being anthropology, misanthrope ars [L] art artist, artifact brevis [L] short brevity, abbreviate canto [L] sing chant, cantor caput [L] head captain, decapitate clino [L] to lean, bend incline, decline cognito [L] know cognizant, recognize copia [L] plenty copy, copious credo [L] believe credible, incredulous culpa [L] blame culpable, culprit dominus [L] a lord, master dominate, dominion duco [L] lead abduct, introduce fido [L] to trust, believe confide, infidel fundo, fusum [L] pour, thing poured effusive, transfusion genus [L] kind, origin generic, congenital holos [G] whole holistic, catholic jungo [L] join junction, conjugal lego, lectum [L] read, thing read intellect, legible locus [L] a place local, dislocate loquor [L] speak eloquent, loquacious		

Core Knowledge Sequence Grade 8	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>medius [L] middle mediate, mediocrity missio [L] a sending emissary, mission morio [L] die mortal nego [L] deny negate nihil [L] nothing nihilism, annihilate occido [L] kill homicide, suicide pathos[G] suffering, feeling sympathy, apathy pendo [L] weigh, hang depend, pendant per [L] through perceive, persist, persevere phobos [G] fear phobia, claustrophobia plenus [L] full plenty, plenary positum [L] placed position, opposite porto [L] carry transport, export possum [L] be able possible, potent pugno [L] to fight impugn, pugnacious punctum [L] point punctual, punctuation rego [L] to rule regular, regency sanguis [L] blood sanguine satis [L] enough satisfy scio [L] know science, conscious solus [L] alone solo, desolate sonus [L] a sound unison, consonant sophos [G] wise philosophy, sophomore spiritus [L] breath inspire, spirit totus [L] whole totalitarianism tractum [L] drawn, pulled distract, tractor usus [L] use abuse, utensil vacuus [L] empty evacuate, vacuum verbum [L] word verbal verto [L] turn avert, convert, anniversary via [L] way, road deviate, viaduct</p>		