

K–2 COMMON CORE STANDARDS

WHAT'S INSIDE:

- K–2 Grade-Level CCSS Correlations

STEPPING UP TO THE COMMON CORE

Next Step Guided Reading Assessment is an Assess-Decide-Guide system that supports students' growth as readers of increasingly complex texts.



COMMON CORE

STATE STANDARDS

COMMON CORE STATE STANDARDS: GRADE LEVEL ALIGNMENTS

Kindergarten

Reading: Foundational Skills	Assessment	Instruction
<p>Print Concepts</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet. 	<p>Pre-A Reading Assessment: Print Concepts (TG p. 52; AFB p. 56)</p> <p>Pre-A Reading Assessment: Uppercase and Lowercase Letter Recognition (TG p. 48; AFB p. 54)</p>	<p>Guided Reading Lesson Plans:</p> <p>Pre-A Lesson Plan (TG pp. 120–123; pp. 181–182)</p> <p>Tracing the Alphabet Book (TG p. 124)</p>
<p>Phonological Awareness</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. 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/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	<p>Pre-A Reading Assessment: Phonemic Awareness (TG p. 50; AFB p. 55)</p>	<p>Guided Reading Lesson Plans:</p> <p>Pre-A (TG pp. 120–123; pp. 181–182)</p>
<p>Phonics and Word Recognition</p> <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<p>Pre-A Reading Assessment: Sound Knowledge (TG p. 49; AFB p. 55)</p> <p>Developmental Word Knowledge Inventory (TG pp. 32–37; AFB pp. 17–23)</p>	<p>Guided Reading Lesson Plans:</p> <p>Pre-A (TG pp. 120–123; pp. 181–182)</p> <p>Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p>
<p>Fluency</p> <p>RF.K.4. Read emergent-reader texts with purpose and understanding.</p>	<p>Reading Assessment Conference: Fluency Rating (TG p. 61)</p>	<p>Guided Reading Lesson Plans:</p> <p>Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p>
Reading: Informational Text	Assessment	Instruction
<p>Key Ideas and Details</p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans:</p> <p>Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p>

TG: Teaching Guide; AFB: Assessment Forms Book

<p>Craft and Structure</p> <p>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190)</p>
<p>Integration of Knowledge and Ideas</p> <p>RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190)</p>
<p>Range of Reading and Level of Text Complexity</p> <p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190)</p>
<p>Reading: Literature</p>	<p>Assessment</p>	<p>Instruction</p>
<p>Key Ideas and Details</p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190)</p>
<p>Craft and Structure</p> <p>RL.K.4. Ask and answer questions about unknown words in a text.</p> <p>RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190)</p>
<p>Integration of Knowledge and Ideas</p> <p>RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190) Transitional (TG pp. 158–165; p. 194)</p>
<p>Range of Reading and Level of Text Complexity</p> <p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190)</p>

Grade 1

Reading: Foundational Skills	Assessment	Instruction
<p>Print Concepts</p> <p>RF.1.1. 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>Pre-A Reading Assessment: Print Concepts (TG p. 52; AFB p. 54)</p>	<p>Pre-A Lesson Plan (TG pp. 120–123; pp. 181–182)</p>
<p>Phonological Awareness</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>Pre-A Reading Assessment: Phonemic Awareness (TG p. 50; AFB p. 55)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190)</p>
<p>Phonics and Word Recognition</p> <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Pre-A Reading Assessment: Sound Knowledge (TG p. 49; AFB p. 54)</p> <p>Developmental Word Knowledge Inventory (TG p. 32–37; AFB pp. 17–23)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190)</p>
<p>Fluency</p> <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190) Transitional (TG pp. 158–165; p. 194)</p>
Reading: Informational Text	Assessment	Instruction
<p>Key Ideas and Details</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>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190) Transitional (TG pp. 158–165; p. 194)</p>

<p>Craft and Structure</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans:</p> <p>Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p>Integration of Knowledge and Ideas</p> <p>RI.1.7. Use the 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>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans:</p> <p>Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p>Range of Reading and Level of Text Complexity</p> <p>RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans:</p> <p>Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p>Reading: Literature</p>	<p>Assessment</p>	<p>Instruction</p>
<p>Key Ideas and Details</p> <p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3. Describe characters, settings, and major events in a story, using key details.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans:</p> <p>Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p>Craft and Structure</p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans:</p> <p>Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p>Integration of Knowledge and Ideas</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans:</p> <p>Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p>Range of Reading and Level of Text Complexity</p> <p>RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans:</p> <p>Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>

Grade 2

Reading: Foundational Skills	Assessment	Instruction
<p>Phonics and Word Recognition</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words. 	<p>Developmental Word Knowledge Inventory (TG pp. 32–37; AFB pp. 17–23)</p>	<p>Guided Reading Lesson Plans: Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p>Fluency</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
Reading: Informational Text	Assessment	Instruction
<p>Key Ideas and Details</p> <p>RI.2.1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> 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>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p>Craft and Structure</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</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>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p>Integration of Knowledge and Ideas</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>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>

<p>Range of Reading and Level of Text Complexity</p> <p>RL.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>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 158–165; p. 194)</p>
<p>Reading: Literature</p>	<p>Assessment</p>	<p>Instruction</p>
<p>Key Ideas and Details</p> <p>RL.2.1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Early (TG pp. 146–150; p. 190) Transitional (TG pp. 158–165; p. 194)</p>
<p>Craft and Structure</p> <p>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.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>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Early (TG pp. 146–150; p. 190) Transitional (TG pp. 158–165; p. 194)</p>
<p>Integration of Knowledge and Ideas</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Early (TG pp. 146–150; p. 190) Transitional (TG pp. 158–165; p. 194)</p>
<p>Range of Reading and Level of Text Complexity</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>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 158–165; p. 194)</p>