



## TinkerActive ELA Workbooks Common Core Reference Guide

This reference guide includes a page-by-page breakdown of CCSS alignments for each TinkerActive English Language Arts lesson!

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**TINKERACTIVE WORKBOOKS:  
KINDERGARTEN ENGLISH LANGUAGE ARTS**  
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Standard Code & Description	Page #s
<b>Alphabet</b>	
Recognize and name all upper and lowercase letters of the alphabet. CCSS.ELA-LITERACY.RF.K.1.D	4
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. CCSS.ELA-LITERACY.RF.K.3.A	5 + 7
Print many upper- and lowercase letters. CCSS.ELA-LITERACY.L.K.1.A	5
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<b>Comprehension</b>	
Read emergent-reader texts with purpose and understanding CCSS.ELA-LITERACY.RF.K.4	34
<b>Word Building</b>	
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Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. Word families: make new words with beginning letters. CCSS.ELA-LITERACY.RF.K.2.E	39
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Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. CCSS.ELA-LITERACY.SL.K.1	79
Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). CCSS.ELA-LITERACY.SL.K.1.A	79
Continue a conversation through multiple exchanges. CCSS.ELA-LITERACY.SL.K.1.B	79
<b>Comparing Texts</b>	
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With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. CCSS.ELA-LITERACY.RI.K.3	86
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. CCSS.ELA-LITERACY.RL.K.9	87
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures). CCSS.ELA-LITERACY.RI.K.9	87
<b>Writing Sentences</b>	
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With prompting and support, retell familiar stories, including key details. CCSS.ELA-LITERACY.RL.K.2	101
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. CCSS.ELA-LITERACY.W.K.8	101
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. CCSS.ELA-LITERACY.W.K.5	102
Speak audibly and express thoughts, feelings, and ideas clearly. CCSS.ELA-LITERACY.SL.K.6	101
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. CCSS.ELA-LITERACY.W.K.3	103
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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. CCSS.ELA-LITERACY.W.K.2	110
Actively engage in group reading activities with purpose and understanding. CCSS.ELA-LITERACY.RI.K.10	111
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....) CCSS.ELA-LITERACY.W.K.1	111
<b>Research to Gain Understanding</b>	

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With prompting and support, identify the reasons an author gives to support points in a text. CCSS.ELA-LITERACY.RI.K.8	116
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. CCSS.ELA-LITERACY.SL.K.2	116
Ask and answer questions in order to seek help, get information, or clarify something that is not understood. CCSS.ELA-LITERACY.SL.K.3	117
Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). CCSS.ELA-LITERACY.W.K.7	118
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Standard Code & Description	Page #s
<b>Phonics</b>	
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Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. CCSS.ELA-LITERACY.RF.1.3.D	13
<b>Word Building</b>	
Use frequently occurring affixes as a clue to the meaning of a word. CCSS.ELA-LITERACY.L.1.4.B	19
Know final -e and common vowel team conventions for representing long vowel sounds. CCSS.ELA-LITERACY.RF.1.3.C	22
Decode two-syllable words following basic patterns by breaking the words into syllables. CCSS.ELA-LITERACY.RF.1.3.E	21
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-LITERACY.L.1.2.D	20, 21
<b>Vocabulary</b>	
Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). CCSS.ELA-LITERACY.L.1.1.D	29
<b>Word Study</b>	
Use frequently occurring prepositions (e.g., during, beyond, toward). CCSS.ELA-LITERACY.L.1.1.I	35
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). CCSS.ELA-LITERACY.L.1.5.B	38
Identify real-life connections between words and their use (e.g., note places at home that are cozy). CCSS.ELA-LITERACY.L.1.5.C	39
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. CCSS.ELA-LITERACY.L.1.5.D	39
<b>Working with Unknown Words</b>	
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. CCSS.ELA-LITERACY.RI.1.4	44
<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b> <b>CCSS.ELA-LITERACY.RF.1.4.C</b>	44
Use sentence-level context as a clue to the meaning of a word or phrase. CCSS.ELA-LITERACY.L.1.4.A	44
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. CCSS.ELA-LITERACY.L.1.4	45
With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. CCSS.ELA-LITERACY.L.1.5	45
Use frequently occurring conjunctions (e.g., and, but, or, so, because). CCSS.ELA-LITERACY.L.1.1.G	46
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). CCSS.ELA-LITERACY.L.1.6	46
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Ask and answer questions about key details in a text read aloud or information presented orally or through other media. CCSS.ELA-LITERACY.SL.1.2	52
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Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. CCSS.ELA-LITERACY.RI.1.6	60
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Use end punctuation for sentences. CCSS.ELA-LITERACY.L.1.2.B	83
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.1.2	87
<b>Writing Sentences</b>	
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Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.) CCSS.ELA-LITERACY.SL.1.6	95
Demonstrate understanding of the organization and basic features of print. CCSS.ELA-LITERACY.RF.1.1	95
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.1.1	95
<b>Telling a Story</b>	
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. CCSS.ELA-LITERACY.W.1.3	102 - 103
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. CCSS.ELA-LITERACY.W.1.6	103
<b>Writing Informational Texts</b>	
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With prompting and support, read prose and poetry of appropriate complexity for grade 1. CCSS.ELA-LITERACY.RL.1.10	114
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Print all upper- and lowercase letters. CCSS.ELA-LITERACY.L.1.1.A	5
Distinguish long from short vowel sounds in spoken single-syllable words. CCSS.ELA-LITERACY.RF.1.2.A	7-6
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<b>Telling a Story</b>	
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. CCSS.ELA-LITERACY.W.1.8	101-102
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CCSS.ELA-LITERACY.SL.1.4	101-102
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Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. CCSS.ELA-LITERACY.W.1.2	111-112
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Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. CCSS.ELA-LITERACY.SL.1.1	120-121
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). CCSS.ELA-LITERACY.SL.1.1.A	120-121
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Know and apply grade-level phonics and word analysis skills in decoding words. "CCSS.ELA-LITERACY.RF.1.3	14-15
Know the spelling-sound correspondences for common consonant digraphs. CCSS.ELA-LITERACY.RF.1.3.A	14-15
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Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). CCSS.ELA-LITERACY.L.1.4.C	21-22
<b>Vocabulary</b>	
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<b>Word Study</b>	
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<b>Alphabet Punctuation</b>	

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Use common, proper, and possessive nouns. CCSS.ELA-LITERACY.L.1.1.B	86
<b>Comprehension: Literature</b>	
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Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-LITERACY.RL.1.7	53-54, 55
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Identify the main topic and retell key details of a text. CCSS.ELA-LITERACY.RI.1.2	60
Identify the reasons an author gives to support points in a text. CCSS.ELA-LITERACY.RI.1.8	60
<b>Comparing Texts</b>	
Describe the connection between two individuals, events, ideas, or pieces of information in a text. CCSS.ELA-LITERACY.RI.1.3	67-69
Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). CCSS.ELA-LITERACY.RI.1.9	67-69
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. CCSS.ELA-LITERACY.RL.1.5	70-71
<b>Fluency</b>	
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<b>Read grade-level text with purpose and understanding.</b> CCSS.ELA-LITERACY.RF.1.4.A	74
<b>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</b> CCSS.ELA-LITERACY.RF.1.4.B	74, 76
Retell stories, including key details, and demonstrate understanding of their central message or lesson. CCSS.ELA-LITERACY.RL.1.2	75-76
<b>Punctuation</b>	
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Use commas in dates and to separate single words in a series. CCSS.ELA-LITERACY.L.1.2.C	85, 87
<b>Writing Sentences</b>	
Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). CCSS.ELA-LITERACY.L.1.1.C	92-93
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). CCSS.ELA-LITERACY.L.1.1.E	92-93

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Standard Code & Description	Page #s
<b>Nouns &amp; Pronouns</b>	
Use collective nouns (e.g., group). CCSS.ELA-LITERACY.L.2.1.A	13
Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). CCSS.ELA-LITERACY.L.2.1.B	12
Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). CCSS.ELA-LITERACY.L.2.4.D	14
Use reflexive pronouns (e.g., myself, ourselves). CCSS.ELA-LITERACY.L.2.1.C	15
<b>Verbs, Adverbs, &amp; Adjectives</b>	
Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). CCSS.ELA-LITERACY.L.2.1.D	21
<b>Working With Unknown Words</b>	
Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. CCSS.ELA-LITERACY.RI.2.4	44
Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. CCSS.ELA-LITERACY.L.2.4.E	44
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. CCSS.ELA-LITERACY.L.2.2.E	48
<b>Comprehension: Literature</b>	
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. CCSS.ELA-LITERACY.RL.2.10	52
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CCSS.ELA-LITERACY.SL.2.2	52
<b>Comprehension: Informational Texts</b>	
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. CCSS.ELA-LITERACY.RI.2.10	59
Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. CCSS.ELA-LITERACY.RI.2.2	60
Identify the main purpose of a text, including what the author wants to answer, explain, or describe. CCSS.ELA-LITERACY.RI.2.6	60
Describe how reasons support specific points the author makes in a text. CCSS.ELA-LITERACY.RI.2.8	60
<b>Comparing Texts</b>	
Describe how characters in a story respond to major events and challenges. CCSS.ELA-LITERACY.RL.2.3	70
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. CCSS.ELA-LITERACY.RL.2.5	72
<b>Punctuation</b>	
Use commas in greetings and closings of letters. CCSS.ELA-LITERACY.L.2.2.B	87
<b>Writing Sentences</b>	
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 here for specific expectations.) CCSS.ELA-LITERACY.SL.2.6	92
Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). CCSS.ELA-LITERACY.L.2.1.F	93

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**Writing Informational Texts**

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  
CCSS.ELA-LITERACY.RI.2.3

108

**Writing Your Opinion**

Ask for clarification and further explanation as needed about the topics and texts under discussion.  
CCSS.ELA-LITERACY.SL.2.1.C

116

**Vowel Sounds**

Distinguish long and short vowels when reading regularly spelled one-syllable words.  
CCSS.ELA-LITERACY.RF.2.3.A

3 - 4

Decode regularly spelled two-syllable words with long vowels.  
CCSS.ELA-LITERACY.RF.2.3.C

4 - 5

Know and apply grade-level phonics and word analysis skills in decoding words.  
CCSS.ELA-LITERACY.RF.2.3

6 - 7

Know spelling-sound correspondences for additional common vowel teams.  
CCSS.ELA-LITERACY.RF.2.3.B

6 - 7

Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).  
CCSS.ELA-LITERACY.L.2.2.D

6 - 7

**Telling a Story**

Recall information from experiences or gather information from provided sources to answer a question.  
CCSS.ELA-LITERACY.W.2.8

100-101

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.  
CCSS.ELA-LITERACY.SL.2.5

102-103  
105-106

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.  
CCSS.ELA-LITERACY.W.2.3

106 - 107

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  
CCSS.ELA-LITERACY.W.2.6

106 - 107

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  
CCSS.ELA-LITERACY.SL.2.4

106 - 107

**Writing Informational Texts**

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  
CCSS.ELA-LITERACY.W.2.2

110 - 111

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  
CCSS.ELA-LITERACY.W.2.5

110 - 111

**Writing Your Opinion**

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).  
CCSS.ELA-LITERACY.W.2.7

117-118

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  
CCSS.ELA-LITERACY.SL.2.1

117-118

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).  
CCSS.ELA-LITERACY.SL.2.1.A

117-118

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.  
CCSS.ELA-LITERACY.W.2.1

119

Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
CCSS.ELA-LITERACY.L.2.3

119

**Nouns & Pronouns/Word Study**

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Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. CCSS.ELA-LITERACY.RL.2.4	36
<b>Verbs, Adverbs, &amp; Adjectives</b>	
Use adjectives and adverbs, and choose between them depending on what is to be modified. CCSS.ELA-LITERACY.L.2.1.E	20-21
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). CCSS.ELA-LITERACY.L.2.6	22-23
<b>Word Building</b>	
Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). CCSS.ELA-LITERACY.L.2.4.C	28 - 30
Decode words with common prefixes and suffixes. CCSS.ELA-LITERACY.RF.2.3.D	31
Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). CCSS.ELA-LITERACY.L.2.4.B	31
<b>Word Study</b>	
Demonstrate understanding of word relationships and nuances in word meanings. CCSS.ELA-LITERACY.L.2.5	36 - 37
Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). CCSS.ELA-LITERACY.L.2.5.B	36 - 37
Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). CCSS.ELA-LITERACY.L.2.5.A	37
<b>Working With Unknown Words</b>	
Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-LITERACY.RF.2.4.C	44-45
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. CCSS.ELA-LITERACY.L.2.4	45-47
Use sentence-level context as a clue to the meaning of a word or phrase. CCSS.ELA-LITERACY.L.2.4.A	45-47
<b>Comprehension: Literature</b>	
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CCSS.ELA-LITERACY.RL.2.1	53-54
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. CCSS.ELA-LITERACY.RL.2.7	53-54
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. CCSS.ELA-LITERACY.SL.2.3	53-54
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. CCSS.ELA-LITERACY.RL.2.2	55-56
<b>Comprehension: Informational Texts</b>	
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CCSS.ELA-LITERACY.RI.2.1	60 - 61
Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. CCSS.ELA-LITERACY.RI.2.7	67-68
<b>Comparing Texts</b>	

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Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. CCSS.ELA-LITERACY.RL.2.9	69-70
Compare and contrast the most important points presented by two texts on the same topic. CCSS.ELA-LITERACY.RI.2.9	69-70
<b>Fluency</b>	
Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. CCSS.ELA-LITERACY.RL.2.6	75-79
Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.RF.2.4	74-75
Read grade-level text with purpose and understanding. CCSS.ELA-LITERACY.RF.2.4.A	74-75
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-LITERACY.RF.2.4.B	75
<b>Punctuation</b>	
Capitalize holidays, product names, and geographic names. CCSS.ELA-LITERACY.L.2.2.A	83, 87
Use an apostrophe to form contractions and frequently occurring possessives. CCSS.ELA-LITERACY.L.2.2.C	84-85
<b>Punctuation/Writing Sentences</b>	
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.2.2	87 94-95
<b>Writing Sentences</b>	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.2.1	94-96