

Primary Concepts®
Ready to Read
Poetry
3808

Primary Concepts' *Ready to Read Poetry* addresses the following Common Core State Standards.

Common Core State Standards Grade 1
Reading: Foundational Skills
Print Concepts
RF.1.1 Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence (e.g, first word, capitalization, ending punctuation).
Phonics and Word Recognition
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ▪ Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. ▪ Decode two-syllable words following basic patterns by breaking the words into syllables. ▪ Read words with inflectional endings. ▪ Recognize and read grade-appropriate irregularly spelled words.
Fluency
RF.1.4 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> ▪ Read on-level text with purpose and understanding. ▪ Read on-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.
Writing Standards
Research to Build and Present Knowledge
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Reading: Literature
Key Ideas and Details
RL.1.1 Ask and answer questions about key details in a text.
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3 Describe characters, settings, and major events in a story, using key details.
Range of Reading and Text Complexity
RL.1.10. By the end of the year, read prose and poetry of appropriate complexity for grade 1.
Language Standards
Conventions of Standard English
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ▪ Capitalize dates and names of people. ▪ Use end punctuation for sentences. ▪ Use commas in dates and to separate single words in a series. ▪ Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. ▪ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Vocabulary Acquisition and Use
L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. <ul style="list-style-type: none"> ▪ Use sentence-level context as a clue to the meaning of a word or phrase.

<ul style="list-style-type: none"> Use frequently occurring affixes as a clue of the meaning of a word.
<ul style="list-style-type: none"> Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).
L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
<ul style="list-style-type: none"> Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.
L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).

Common Core State Standards Grade 2
Reading: Foundational Skills
Fluency
RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
<ul style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-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.
Writing Standards
Research to Build and Present Knowledge
W.2.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Reading: Literature
Key Ideas and Details
RL.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
Craft and Structure
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.
Range of Reading and Text Complexity
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.
Language Standards
Conventions of Standard English
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<ul style="list-style-type: none"> Use an apostrophe to form contractions and frequently occurring possessives. Generalize learned spelling patterns when writing words.
Knowledge of Language
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<ul style="list-style-type: none"> Compare formal and informal uses of English.
Vocabulary Acquisition and Use
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.
<ul 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 prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).
<ul style="list-style-type: none"> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark</i>).

L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.
<ul style="list-style-type: none"> Identify real-life connections between words and their use. Distinguish shades of meaning among closely related verbs and closely related adjectives.
L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Common Core State Standards Grade 3
Reading: Foundational Skills
Fluency
RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
<ul style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Reading: Literature
Key Ideas and Details
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Craft and Structure
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
Language Standards
Conventions of Standard English
L.3.1. Demonstrate command of the conventions of standard English grammar when writing or speaking.
<ul style="list-style-type: none"> Form and use regular and irregular verbs. Form and use the simple verb tenses.
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<ul style="list-style-type: none"> Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
Vocabulary Acquisition and Use
L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
<ul 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. Use a known root word as a clue to the meaning of an unknown word with the same root.
L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.
<ul style="list-style-type: none"> Distinguish the literal and nonliteral meanings of words and phrases in context. Identify real-life connections between words and their use.