

**Primary Concepts®**  
**Stop to Think Reading™**  
**3880**

Primary Concepts' **Stop to Think Reading™** addresses the following Common Core State Standards. Students at each grade are expected to meet the standards for the grade level as well as retain or further develop skills and understandings mastered in earlier grades.

CCSS: Kindergarten	Stop to Think		
Reading: Literature	Think Aloud	Picture It!	Sum It Up!
<b>Key Ideas and Details</b>			
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	X	X	X
RL.K.2 With prompting and support, retell familiar stories, including key details.	X	X	X
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	X	X	X
<b>Craft and Structure</b>			
RL.K.4 Ask and answer questions about unknown words in a text.	X	X	X
<b>Integration of Knowledge and Ideas</b>			
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.	X	X	
RL.K.9 Compare and contrast the adventures and experiences of characters in stories.	X		
<b>Range of Reading and Level of Text Complexity</b>			
RL.K.10 Actively engage in group reading activities with purpose and understanding.	X	X	X

Reading: Informational Text	Think Aloud	Picture It!	Sum It Up!
<b>Key Ideas and Details</b>			
<b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.	X	X	X
<b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.	X	X	X
<b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	X		
<b>Craft and Structure</b>			
<b>RI.K.4</b> Ask and answer questions about unknown words in a text.	X	X	X
<b>Integration of Knowledge and Ideas</b>			
<b>RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear.	X	X	
<b>Ri.K.8</b> With prompting and support, identify the reasons and author gives to support points in a text.	X		X
<b>Range of Reading and Level of Text Complexity</b>			
<b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.	X	X	X

Language Standards	Think Aloud	Picture It!	Sum It Up!
<b>Vocabulary Acquisition and Use</b>			
<b>L.K.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .	X	X	X
<ul style="list-style-type: none"> <li>Identify new meanings for familiar words and apply them accurately.</li> </ul>	X		

CCSS: Grade 1	Stop to Think		
Reading: Literature	Think Aloud	Picture It!	Sum It Up!
<b>Key Ideas and Details</b>			
<b>RL.1.1</b> Ask and answer questions about key details in a text.	X	X	X

<b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	X	X	X
<b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.	X	X	X
<b>Craft and Structure</b>			
<b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	X	X	
<b>Integration of Knowledge and Ideas</b>			
<b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.	X	X	X
<b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.	X		
<b>Range of Reading and Level of Text Complexity</b>			
<b>RL.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.	X	X	X

<b>Reading: Informational Text</b>	<b>Think Aloud</b>	<b>Picture It!</b>	<b>Sum It Up!</b>
<b>Key Ideas and Details</b>			
<b>RI.1.1</b> Ask and answer questions about key details in a text.	X	X	X
<b>RI.1.2</b> Identify the main topic and retell key details of a text.	X	X	X
<b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.	X	X	X
<b>Craft and Structure</b>			
<b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	X	X	X
<b>Integration of Knowledge and Ideas</b>			
<b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.	X	X	X
<b>RI.1.8</b> Identify the reasons an author gives to support points in a text.	X		X
<b>Range of Reading and Level of Text Complexity</b>			

<b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.	X	X	X
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<b>Reading: Foundational Skills</b>	Think Aloud	Picture It!	Sum It Up!
<b>Fluency</b>			
<b>RF.1.4</b> Read with sufficient accuracy and fluency to support comprehension.	X	X	X
<ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>•</li> </ul>	X	X	X
<ul style="list-style-type: none"> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	X	X	X

<b>Language Standards</b>	Think Aloud	Picture It!	Sum It Up!
<b>Vocabulary Acquisition and Use</b>			
<b>L.1.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	X	X	X
<ul style="list-style-type: none"> <li>• Use sentence-level context a clue to the meaning of a word or phrase.</li> </ul>	X		

<b>CCSS: Grade 2</b>	<b>Stop to Think</b>		
<b>Reading: Literature</b>	Think Aloud	Picture It!	Sum It Up!
<b>Key Ideas and Details</b>			
<b>RL.2.1</b> 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.	X	X	X
<b>RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	X	X	X
<b>RL.2.3</b> Describe how characters in a story respond to major events and challenges.	X	X	X

<b>Craft and Structure</b>			
<b>RL.2.4</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	X		
<b>RL.2.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	X	X	
<b>RL.2.6</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	X		
<b>Integration of Knowledge and Ideas</b>			
<b>RL.2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	X	X	X
<b>Range of Reading and Level of Text Complexity</b>			
<b>RL.2.10</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.	X	X	X

<b>Reading: Informational Text</b>	<b>Think Aloud</b>	<b>Picture It!</b>	<b>Sum It Up!</b>
<b>Key Ideas and Details</b>			
<b>RI.2.1</b> 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.	X	X	X
<b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.			X
<b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	X	X	X
<b>Craft and Structure</b>			
<b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	X	X	X
<b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.			X
<b>Integration of Knowledge and Ideas</b>			
<b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.	X		X
<b>Range of Reading and Level of Text Complexity</b>			
<b>RI.2.10</b> By the end of year, read and comprehend informational texts, including	X	X	X

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.			
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<b>Reading: Foundational Skills</b>	<b>Think Aloud</b>	<b>Picture It!</b>	<b>Sum It Up!</b>
<b>Fluency</b>			
<b>RF.2.4</b> Read with sufficient accuracy and fluency to support comprehension.	<b>X</b>	<b>X</b>	<b>X</b>
<ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>•</li> </ul>	<b>X</b>	<b>X</b>	<b>X</b>
<ul style="list-style-type: none"> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<b>X</b>	<b>X</b>	<b>X</b>

<b>Language Standards</b>	<b>Think Aloud</b>	<b>Picture It!</b>	<b>Sum It Up!</b>
<b>Vocabulary Acquisition and Use</b>			
<b>L.2.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 2 reading and content</i> , choosing flexibly from an array of strategies.	<b>X</b>	<b>X</b>	<b>X</b>
<ul style="list-style-type: none"> <li>• Use sentence-level context a clue to the meaning of a word or phrase.</li> </ul>	<b>X</b>		

<b>CCSS: Grade 3</b>	<b>Stop to Think</b>		
<b>Reading: Literature</b>	<b>Think Aloud</b>	<b>Picture It!</b>	<b>Sum It Up!</b>
<b>Key Ideas and Details</b>			
<b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>X</b>	<b>X</b>	<b>X</b>
<b>RL.3.2</b> 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.	<b>X</b>	<b>X</b>	<b>X</b>
<b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<b>X</b>	<b>X</b>	<b>X</b>

<b>Craft and Structure</b>			
<b>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	X		
<b>RL.3.5</b> 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.	X	X	
<b>RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.	X		
<b>Range of Reading and Level of Text Complexity</b>			
<b>RL.3.10</b> 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.	X	X	X

<b>Reading: Informational Text</b>	<b>Think Aloud</b>	<b>Picture It!</b>	<b>Sum It Up!</b>
<b>Key Ideas and Details</b>			
<b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	X	X	X
<b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.			X
<b>RI.3.3</b> 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.	X	X	X
<b>Craft and Structure</b>			
<b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	X	X	X
<b>RI.3.6</b> Distinguish their own point of view from that of the author of a text.	X		
<b>Range of Reading and Level of Text Complexity</b>			
<b>RI.3.10</b> 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.	X	X	X

Reading: Foundational Skills	Think Aloud	Picture It!	Sum It Up!
<b>Fluency</b>			
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	X	X	X
<ul style="list-style-type: none"> <li>▪ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	X	X	X