

Common Core State Standards: Individual Record for Reading – Literature, K-2					
Student: _____		DOB: _____		School: _____	
Kindergarten	Mastery Date	First	Mastery Date	Second	Mastery Date
Key Ideas and Details					
1. With prompting and support, ask and answer questions about key details in a text.		1. Ask and answer questions about key details in a text.		1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	
2. With prompting and support, retell familiar stories, including key details.		2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.		2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	
3. With prompting and support, identify characters, settings, and major events in a story.		3. Describe characters, settings, and major events in a story, using key details.		3. Describe how characters in a story respond to major events and challenges.	
Craft and Structure					
4. Ask and answer questions about unknown words in a text.		4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	
5. Recognize common types of texts (e.g., storybooks, poems).		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.		5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		6. Identify who is telling the story at various points in a text.		6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
Integration of Knowledge and Ideas					
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).		7. Use illustrations and details in a story to describe its characters, setting, or events.		7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	
8. (Not applicable to literature)		8. (Not applicable to literature)		8. (Not applicable to literature)	
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		9. Compare and contrast the adventures and experiences of characters in stories.		9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	
Range of Reading and Level of Text Complexity					
10. Actively engage in group reading activities with purpose and understanding.		10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.		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.	

From **Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects**, Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), 2010
Kathleen A. Arnoldi, 2011

Common Core State Standards: Individual Record for Reading – Informational Text, K-2					
Student: _____		DOB: _____		School: _____	
Kindergarten	Mastery Date	First	Mastery Date	Second	Mastery Date
Key Ideas and Details					
1. With prompting and support, ask and answer questions about key details in a text.		1. Ask and answer questions about key details in a text.		1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	
2. With prompting and support, identify the main topic and retell key details of a text.		2. Identify the main topic and retell key details of a text.		2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.		3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
Craft and Structure					
4. With prompting and support, ask and answer questions about unknown words in a text.		4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	
5. Identify the front cover, back cover, and title page of a book.		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		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.	
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	
Integration of Knowledge and Ideas					
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).		7. Use the illustrations and details in a text to describe its key ideas.		7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	
8. With prompting and support, identify the reasons an author gives to support points in a text.		8. Identify the reasons an author gives to support points in a text.		8. Describe how reasons support specific points the author makes in a text.	
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).		9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		9. Compare and contrast the most important points presented by two texts on the same topic.	
Range of Reading and Level of Text Complexity					
10. Actively engage in group reading activities with purpose and understanding.		10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.		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.	

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Common Core State Standards: Individual Record for Reading – Foundational Skills, K-1			
Student: _____		DOB: _____ School: _____	
Kindergarten	Mastery Date	First	Mastery Date
Print Concepts			
1. Demonstrate understanding of the organization and basic features of print.		1. Demonstrate understanding of the organization and basic features of print.	
a. Follow words from left to right, top to bottom, and page by page.		a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	
b. Recognize that spoken words are represented in written language by specific sequences of letters.			
c. Understand that words are separated by spaces in print.			
d. Recognize and name all upper- and lowercase letters of the alphabet.			
Phonological Awareness			
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
a. Recognize and produce rhyming words.		a. Distinguish long from short vowel sounds in spoken single-syllable words.	
b. Count, pronounce, blend, and segment syllables in spoken words.		b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	
c. Blend and segment onsets and rimes of single-syllable spoken words.		c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	
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/.)		d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.			

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Common Core State Standards: Individual Record for Reading – Foundational Skills, K-2

Student: _____ DOB: _____ School: _____

Kindergarten	Mastery Date	First	Mastery Date	Second	Mastery Date
3. Know and apply grade-level phonics and word analysis skills in decoding words.		3. Know and apply grade-level phonics and word analysis skills in decoding words.		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.		a. Know the spelling-sound correspondences for common consonant digraphs.		a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.		b. Decode regularly spelled one-syllable words.		b. Know spelling-sound correspondences for additional common vowel teams.	
c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>)		c. Know final -e and common vowel team conventions for representing long vowel sounds.		c. Decode regularly spelled two-syllable words with long vowels.	
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.		d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		d. Decode words with common prefixes and suffixes.	
		e. Decode two-syllable words following basic patterns by breaking the words into syllables.		e. Identify words with inconsistent but common spelling-sound correspondences.	
		f. Read words with inflectional endings.		f. Recognize and read grade-appropriate irregularly spelled words.	
		g. Recognize and read grade-appropriate irregularly spelled words.			
Fluency					
4. Read emergent-reader texts with purpose and understanding		4. Read with sufficient accuracy and fluency to support comprehension.		4. Read with sufficient accuracy and fluency to support comprehension.	
		a. Read on-level text with purpose and understanding.		a. Read on-level text with purpose and understanding.	
		b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		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.		c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

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Common Core State Standards: Individual Record for Writing – K-2					
Student: _____		DOB: _____		School: _____	
Kindergarten	Mastery Date	First	Mastery Date	Second	Mastery Date
Text Types and Purposes					
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 . . .).		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.		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.	
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.		2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		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.	
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.		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.		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.	
Production and Distribution of Writing					
4. (Begins in grade 3)		4. (Begins in grade 3)		4. (Begins in grade 3)	
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		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.		5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
Research to Build and Present Knowledge					
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).		7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).		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).	
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		8. Recall information from experiences or gather information from provided sources to answer a question.	
9. (Begins in grade 4)		9. (Begins in grade 4)		9. (Begins in grade 4)	
Range of Writing					
10. (Begins in grade 3)		10. (Begins in grade 3)		10. (Begins in grade 3)	

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Kathleen A. Arnoldi, 2011

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Common Core State Standards: Individual Record for Language – K-2

Student: _____ DOB: _____ School: _____

Kindergarten	Mastery Date	First	Mastery Date	Second	Mastery Date
Comprehension and Collaboration					
1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups.		1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.		1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	
Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)		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).		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. Continue a conversation through multiple exchanges.		b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.		b. Build on others' talk in conversations by linking their comments to the remarks of others.	
		c. Ask questions to clear up any confusion about the topics and texts under discussion.		c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	
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.		2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood		3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		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.	
Presentation of Knowledge and Ideas					
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.		5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		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.	
6. Speak audibly and express thoughts, feelings, and ideas clearly.		6. Produce complete sentences when appropriate to task and situation.		6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	

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For information on intermediate and secondary standards, go to www.corestandards.org.

Kathleen A. Arnoldi, 2011

Common Core State Standards: Individual Record for Speaking and Listening, K-2					
Student: _____		DOB: _____		School: _____	
Kindergarten	Mastery Date	First	Mastery Date	Second	Mastery Date
Conventions of Standard English					
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking		1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Print many upper- and lowercase letters.		a. Print all upper- and lowercase letters.		a. Use collective nouns (e.g., group). topics and texts under discussion).	
b. Use frequently occurring nouns and verbs.		b. Use common, proper, and possessive nouns.		b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).		c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).		c. Use reflexive pronouns (e.g., myself, ourselves).	
d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).		d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).		d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).		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).		e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	
f. Produce and expand complete sentences in shared language activities.		f. Use frequently occurring adjectives.		f. 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).	
		g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).			
		h. Use determiners (e.g., articles, demonstratives).			
		i. Use frequently occurring prepositions (e.g., during, beyond, toward)			
		j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.			
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		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		a. Capitalize dates and names of people.		a. Capitalize holidays, product names, and geographic names.	

Common Core State Standards: Individual Record for Speaking and Listening, K-2					
Student: _____		DOB: _____		School: _____	
Kindergarten	Mastery Date	First	Mastery Date	Second	Mastery Date
Conventions of Standard English (continued)					
b. Recognize and name end punctuation.		b. Use end punctuation for sentences.		b. Use commas in greetings and closings of letters.	
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).		c. Use commas in dates and to separate words in a series.		c. Use an apostrophe to form contractions and frequently occurring possessives.	
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships		d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.		d. Generalize learned spelling patterns when writing words (e.g., cage, badge; boy, boil).	
		e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
Knowledge of Language					
3. (Begins in grade 2)		3. (Begins in grade 2)		3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
				a. Compare formal and informal uses of English.	
Vocabulary Acquisition and Use					
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.		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.		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. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird & learning the verb to duck).		a. Use sentence-level context as a clue to the meaning of a word or phrase.		a. Use sentence-level context as a clue to the meaning of a word or phrase.	
b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.		b. Use frequently occurring affixes as a clue to the meaning of a word.		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. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).		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).	

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Kindergarten	Mastery Date	First	Mastery Date	Second	Mastery Date
Vocabulary Acquisition and Use (continued)					
				e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	
5. With guidance and support from adults, explore word relationships and nuances in word meanings.		5. With guidance and support from adults, demonstrate understanding of word relationships and word meanings.		5. Demonstrate understanding of word relationships and nuances in word meanings.	
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.		a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.		a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).		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).		b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	
c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).		c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).			

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