

<b>MindPlay Virtual Reading Coach</b> <b>Common Core Alignment as of February 2014</b> X=Full    /=Partial				KEY	Phonics	Grammar	Vocabulary	Phonemic Awareness	Fluency	Comprehension	Supplemental White Board Lessons
<b>Kindergarten Standards</b>											
K	R.L	1	CC.K.R.L.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.						/		X
K	R.L	2	CC.K.R.L.2 Key Ideas and Details: With prompting and support, retell familiar stories, including key details.						/		X
K	R.L	3	CC.K.R.L.3 Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story.					X	X		X
K	R.L	4	CC.K.R.L.4 Craft and Structure: Ask and answer questions about unknown words in a text.			/		/	X		X
K	R.L	5	CC.K.R.L.5 Craft and Structure: Recognize common types of texts (e.g., storybooks, poems).								X
K	R.L	6	CC.K.R.L.6 Craft and Structure: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.						/		X
K	R.L	7	CC.K.R.L.7 Integration of Knowledge and Ideas: 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).								X
K	R.L	9	CC.K.R.L.9 Integration of Knowledge and Ideas: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.						/		
K	R.L	10	CC.K.R.L.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.								X
K	R.I	1	CC.K.R.I.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.					/	/		X
K	R.I	2	CC.K.R.I.2 Key Ideas and Details: With prompting and support, identify the main topic and retell key details of a text.					/	X		X
K	R.I	3	CC.K.R.I.3 Key Ideas and Details: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.						/		X
K	R.I	4	CC.K.R.I.4 Craft and Structure: With prompting and support, ask and answer questions about unknown words in a text.			/			/		X
K	R.I	5	CC.K.R.I.5 Craft and Structure: Identify the front cover, back cover, and title page of a book.						/		X
K	R.I	6	CC.K.R.I.6 Craft and Structure: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.						/		X
K	R.I	7	CC.K.R.I.7 Integration of Knowledge and Ideas: 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).						/		
K	R.I	8	CC.K.R.I.8 Integration of Knowledge and Ideas: With prompting and support, identify the reasons an author gives to support points in a text.					/	/		X
K	R.I	9	CC.K.R.I.9 Integration of Knowledge and Ideas: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).								X
K	R.I	10	CC.K.R.I.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.								X
K	R.F	1	CC.K.R.F.1 Print Concepts: Demonstrate understanding of the organization and basic features of print.	X	/						
K	R.F	1.a	CC.K.R.F.1.a Print Concepts: Follow words from left to right, top to bottom, and page by page.					X	/		X
K	R.F	1.b	CC.K.R.F.1.b Print Concepts: Recognize that spoken words are represented in written language by specific sequences of letters.	X							
K	R.F	1.c	CC.K.R.F.1.c Print Concepts: Understand that words are separated by spaces in print.	/				X			
K	R.F	1.d	CCSS.ELA-Literacy.RF.K.1.d Recognize and name all upper- and lowercase letters of the	X							
K	R.F	2	CC.K.R.F.2 Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).				X		/		
K	R.F	2.a	CC.K.R.F.2.a Phonological Awareness: Recognize and produce rhyming words.				X		/		
K	R.F	2.b	CC.K.R.F.2.b Phonological Awareness: Count, pronounce, blend, and segment syllables in spoken words.				X				
K	R.F	2.c	CC.K.R.F.2.c Phonological Awareness: Blend and segment onsets and rimes of single-syllable spoken words.				X				
K	R.F	2.d	CC.K.R.F.2.d Phonological Awareness: 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/.)				X				
K	R.F	2.e	CC.K.R.F.2.e Phonological Awareness: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.				X				
K	R.F	3	CC.K.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	X					/		
K	R.F	3.a	CC.K.R.F.3.a Phonics and Word Recognition: Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	X							

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KEY

Phonics

Grammar

Vocabulary

Phonemic Awareness

Fluency

Comprehension

Supplemental  
White Board  
Lessons

**Kindergarten Standards (Continued)**

K	R.F	3.b	CC.K.R.F.3.b Phonics and Word Recognition: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	X						
K	R.F	3.c	CC.K.R.F.3.c Phonics and Word Recognition: Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).	X				X	/	X
K	R.F	3.d	CC.K.R.F.3.d Phonics and Word Recognition: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	X						
K	R.F	4	CC.K.R.F.4 Fluency: Read emergent-reader texts with purpose and understanding.					X	X	X
K	L	1	CC.K.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		X					
K	L	1.a	CC.K.L.1.a Conventions of Standard English: Print many upper- and lowercase letters.							/
K	L	1.b	CC.K.L.1.b Conventions of Standard English: Use frequently occurring nouns and verbs.		X					
K	L	1.c	CC.K.L.1.c Conventions of Standard English: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	X						
K	L	1.d	CC.K.L.1.d Conventions of Standard English: Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).		X				/	
K	L	1.e	CC.K.L.1.e Conventions of Standard English: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).		X					
K	L	1.f	CC.K.L.1.f Conventions of Standard English: Produce and expand complete sentences in shared language activities.							X
K	L	2	CC.K.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.							X
K	L	2.a	CC.K.L.2.a Conventions of Standard English: Capitalize the first word in a sentence and the pronoun I.		X					
K	L	2.b	CC.K.L.2.b Conventions of Standard English: Recognize and name end punctuation.		X					
K	L	2.c	CC.K.L.2.c Conventions of Standard English: Write a letter or letters for most consonant and short-vowel sounds (phonemes).	X						
K	L	2.d	CC.K.L.2.d Conventions of Standard English: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	X						
K	L	4	CC.K.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.			X			X	
K	L	4.a	CC.K.L.4.a Vocabulary Acquisition and Use: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).			X				X
K	L	4.b	CC.K.L.4.b Vocabulary Acquisition and Use: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	X	X				/	
K	L	5	CC.K.L.5 Vocabulary Acquisition and Use: With guidance and support from adults, explore word relationships and nuances in word meanings.						X	X
K	L	5.a	CC.K.L.5.a Vocabulary Acquisition and Use: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.						/	
K	L	5.b	CC.K.L.5.b Vocabulary Acquisition and Use: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).			X				
K	L	5.c	CC.K.L.5.c Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., note places at school that are colorful).							
K	L	5.d	CC.K.L.5.d Vocabulary Acquisition and Use: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.				/		/	X
K	L	6	CC.K.L.6 Vocabulary Acquisition and Use: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.						/	X

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				Phonics	Grammar	Vocabulary	Phonemic Awareness	Fluency	Comprehension	Supplemental White Board Lessons
1st Grade Standards										
1	R.L	1	CC.1.R.L.1 Key Ideas and Details: Ask and answer questions about key details in a text.					/	/	X
1	R.L	2	CC.1.R.L.2 Key Ideas and Details: Retell stories, including key details, and demonstrate understanding of their central message or lesson.							X
1	R.L	3	CC.1.R.L.3 Key Ideas and Details: Describe characters, settings, and major events in a story, using key details.					/	X	X
1	R.L	4	CC.1.R.L.4 Craft and Structure: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.					/	X	X
1	R.L	5	CC.1.R.L.5 Craft and Structure: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.						/	X
1	R.L	6	CC.1.R.L.6 Craft and Structure: Identify who is telling the story at various points in a text.					/	X	X
1	R.L	7	CC.1.R.L.7 Integration of Knowledge and Ideas: Use illustrations and details in a story to describe its characters, setting, or events.					/	X	X
1	R.L	9	CC.1.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the adventures and experiences of characters in stories.						X	X
1	R.L	10	CC.1.R.L.10 Range of Reading and Level of Text Complexity: With prompting and support, read prose and poetry of appropriate complexity for grade 1.					x	/	X
1	R.I	1	CC.1.R.I.1 Key Ideas and Details: Ask and answer questions about key details in a text.					/	/	X
1	R.I	2	CC.1.R.I.2 Key Ideas and Details: Identify the main topic and retell key details of a text.						/	X
1	R.I	3	CC.1.R.I.3 Key Ideas and Details: Describe the connection between two individuals, events, ideas, or pieces of information in a text.						/	X
1	R.I	4	CC.1.R.I.4 Craft and Structure: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.					/	/	X
1	R.I	5	CC.1.R.I.5 Craft and Structure: 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.						/	
1	R.I	6	CC.1.R.I.6 Craft and Structure: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.						/	X
1	R.I	7	CC.1.R.I.7 Integration of Knowledge and Ideas: Use the illustrations and details in a text to describe its key ideas.						/	
1	R.I	8	CC.1.R.I.8 Integration of Knowledge and Ideas: Identify the reasons an author gives to support points in a text.						X	X
1	R.I	9	CC.1.R.I.9 Integration of Knowledge and Ideas: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).							X
1	R.I	10	CC.1.R.I.10 Range of Reading and Level of Text Complexity: With prompting and support, read informational texts appropriately complex for grade 1.					x	X	X
1	R.F	1	CC.1.R.F.1 Print Concepts: Demonstrate understanding of the organization and basic features of print.	X	x				/	
1	R.F	1.a	CC.1.R.F.1.a Print Concepts: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		X				X	
1	R.F	2	CC.1.R.F.2 Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	X			X		/	
1	R.F	2.a	CC.1.R.F.2.a Phonological Awareness: Distinguish long from short vowel sounds in spoken single-syllable words.	x			X			
1	R.F	2.b	CC.1.R.F.2.b Phonological Awareness: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.				/			
1	R.F	2.c	CC.1.R.F.2.c Phonological Awareness: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.				/			
1	R.F	2.d	CC.1.R.F.2.d Phonological Awareness: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).				X			
1	R.F	3	CC.1.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	X		/			/	
1	R.F	3.a	CC.1.R.F.3.a Phonics and Word Recognition: Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	X						
1	R.F	3.b	CC.1.R.F.3.b Phonics and Word Recognition: Decode regularly spelled one-syllable words.	X					X	
1	R.F	3.c	CC.1.R.F.3.c Phonics and Word Recognition: Know final -e and common vowel team conventions for representing long vowel sounds.	X						
1	R.F	3.d	CC.1.R.F.3.d Phonics and Word Recognition: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	X						
1	R.F	3.e	CC.1.R.F.3.e Phonics and Word Recognition: Decode two-syllable words following basic patterns by breaking the words into syllables.	X					/	
1	R.F	3.f	CC.1.R.F.3.f Phonics and Word Recognition: Read words with inflectional endings.	X					X	
1	R.F	3.g	CC.1.R.F.3.g Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.	X					X	
1	R.F	4	CC.1.R.F.4 Read with sufficient accuracy and fluency to support comprehension.	/				X	X	
1	R.F	4.a	CC.1.R.F.4.a Read on-level text with purpose and understanding.					X	X	

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				Phonics	Grammar	Vocabulary	Phonemic Awareness	Fluency	Comprehension	Supplemental White Board Lessons
<b>1st Grade Standards (Continued)</b>										
1	R.F	4.b	CC.1.R.F.4.b Read on-level text orally with accuracy, appropriate rate, and expression.						/	X
1	R.F	4.c	CC.1.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			X		/	/	
1	L	1	CC.1.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		/					X
1	L	1.a	CC.1.L.1.a Conventions of Standard English: Print all upper- and lowercase letters.							/
1	L	1.b	CC.1.L.1.b Conventions of Standard English: Use common, proper, and possessive nouns.		X					
1	L	1.c	CC.1.L.1.c Conventions of Standard English: Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).		X					
1	L	1.d	CC.1.L.1.d Conventions of Standard English: Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).		X					
1	L	1.e	CC.1.L.1.e Conventions of Standard English: 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).		X					
1	L	1.f	CC.1.L.1.f Conventions of Standard English: Use frequently occurring adjectives.		X					
1	L	1.g	CC.1.L.1.g Conventions of Standard English: Use frequently occurring conjunctions (e.g., and, but, or, so, because).		X					
1	L	1.h	CC.1.L.1.h Conventions of Standard English: Use determiners (e.g., articles, demonstratives).		X					
1	L	1.i	CC.1.L.1.i Conventions of Standard English: Use frequently occurring prepositions (e.g., during, beyond, toward).		X					
1	L	1.j	CC.1.L.1.j Conventions of Standard English: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		/					
1	L	2	CC.1.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		x					
1	L	2.a	CC.1.L.2.a Conventions of Standard English: Capitalize dates and names of people.		X					
1	L	2.b	CC.1.L.2.b Conventions of Standard English: Use end punctuation for sentences.		X					
1	L	2.c	CC.1.L.2.c Conventions of Standard English: Use commas in dates and to separate single words in a series.		X					
1	L	2.d	CC.1.L.2.d Conventions of Standard English: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	X						
1	L	2.e	CC.1.L.2.e Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	X		/				
1	L	4	CC.1.L.4 Vocabulary Acquisition and Use: 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.			X			X	
1	L	4.a	CC.1.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.	X		X			X	
1	L	4.b	CC.1.L.4.b Vocabulary Acquisition and Use: Use frequently occurring affixes as a clue to the meaning of a word.	X		X			/	
1	L	4.c	CC.1.L.4.c Vocabulary Acquisition and Use: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	X		X				
1	L	5	CC.1.L.5 Vocabulary Acquisition and Use: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.						/	x
1	L	5.a	CC.1.L.5.a Vocabulary Acquisition and Use: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.			X			/	x
1	L	5.b	CC.1.L.5.b Vocabulary Acquisition and Use: 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).		/				/	x
1	L	5.c	CC.1.L.5.c Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., note places at home that are cozy).							x
1	L	5.d	CC.1.L.5.d Vocabulary Acquisition and Use: 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.			X				x
1	L	6	CC.1.L.6 Vocabulary Acquisition and Use: 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 named my hamster Nibbles because she nibbles too much because she likes that).							x

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<b>2nd Grade Standards</b>											
2	R.L	1	CC.2.R.L.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.							X	X
2	R.L	2	CC.2.R.L.2 Key Ideas and Details: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.							X	X
2	R.L	3	CC.2.R.L.3 Key Ideas and Details: Describe how characters in a story respond to major events and challenges.							X	X
2	R.L	4	CC.2.R.L.4 Craft and Structure: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.								
2	R.L	5	CC.2.R.L.5 Craft and Structure: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.							/	
2	R.L	6	CC.2.R.L.6 Craft and Structure: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.							/	
2	R.L	7	CC.2.R.L.7 Integration of Knowledge and Ideas: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.							/	
2	R.L	9	CC.2.R.L.9 Integration of Knowledge and Ideas: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.								X
2	R.L	10	CC.2.R.L.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.					X		/	
2	R.I	1	CC.2.R.I.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		/					/	X
2	R.I	2	CC.2.R.I.2 Key Ideas and Details: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.							X	X
2	R.I	3	CC.2.R.I.3 Key Ideas and Details: Describe the connection between a series of historical, 3, scientific ideas or concepts, or steps in technical procedures in a text.							/	
2	R.I	4	CC.2.R.I.4 Craft and Structure: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.			X		/	X		
2	R.I	5	CC.2.R.I.5 Craft and Structure: 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.							/	
2	R.I	6	CC.2.R.I.6 Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.							X	
2	R.I	7	CC.2.R.I.7 Integration of Knowledge and Ideas: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.								
2	R.I	8	CC.2.R.I.8 Integration of Knowledge and Ideas: Describe how reasons support specific points the author makes in a text.							/	
2	R.I	9	CC.2.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points presented by two texts on the same topic.								X
2	R.I	10	CC.2.R.I.10 Range of Reading and Level of Text Complexity: 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.					X		X	
2	R.F	3	CC.2.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	X						/	
2	R.F	3.a	CC.2.R.F.3.a Phonics and Word Recognition: Distinguish long and short vowels when reading regularly spelled one-syllable words.	X							
2	R.F	3.b	CC.2.R.F.3.b Phonics and Word Recognition: Know spelling-sound correspondences for additional common vowel teams.	X							
2	R.F	3.c	CC.2.R.F.3.c Phonics and Word Recognition: Decode regularly spelled two-syllable words with long vowels.	X						/	
2	R.F	3.d	CC.2.R.F.3.d Phonics and Word Recognition: Decode words with common prefixes and suffixes.	X						/	
2	R.F	3.e	CC.2.R.F.3.e Phonics and Word Recognition: Identify words with inconsistent but common spelling-sound correspondences.	X						/	
2	R.F	3.f	CC.2.R.F.3.f Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.	X						/	
2	R.F	4	CC.2.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.	/	X					X	
2	R.F	4.a	CC.2.R.F.4.a Read on-level text with purpose and understanding.		X			X		X	
2	R.F	4.b	CC.2.R.F.4.b Read on-level text orally with accuracy, appropriate rate, and expression.								X
2	R.F	4.c	CC.2.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.							X	
2	L	1	CC.2.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		/						
2	L	1.a	CC.2.L.1.a Conventions of Standard English: Use collective nouns (e.g., group).		X						

**MindPlay Virtual Reading Coach**  
**Common Core Alignment as of February 2014**

X=Full    /=Partial

KEY

			Phonics	Grammar	Vocabulary	Phonemic Awareness	Fluency	Comprehension	Supplemental White Board Lessons
<b>2nd Grade Standards (Continued)</b>									
2	L	1.b	CC.2.L.1.b Conventions of Standard English: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	X	X				
2	L	1.c	CC.2.L.1.c Conventions of Standard English: Use reflexive pronouns (e.g., myself, ourselves).						
2	L	1.d	CC.2.L.1.d Conventions of Standard English: Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).		X				
2	L	1.e	CC.2.L.1.e Conventions of Standard English: Use adjectives and adverbs, and choose between them depending on what is to be modified.		X				
2	L	1.f	CC.2.L.1.f Conventions of Standard English: 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).		/				
2	L	2	CC.2.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		/				X
2	L	2.a	CC.2.L.2.a Conventions of Standard English: Capitalize holidays, product names, and geographic names.		X				
2	L	2.b	CC.2.L.2.b Conventions of Standard English: Use commas in greetings and closings of letters.		X				
2	L	2.c	CC.2.L.2.c Conventions of Standard English: Use an apostrophe to form contractions and frequently occurring possessives.		X				
2	L	2.d	CC.2.L.2.d Conventions of Standard English: Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	X					
2	L	2.e	CC.2.L.2.e Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings					/	X
2	L	3	CC.2.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	/	/		/	/	X
2	L	3.a	CC.2.L.3.a Knowledge of Language: Compare formal and informal uses of English.		/				X
2	L	4	CC.2.L.4 Vocabulary Acquisition and Use: 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.			/		X	
2	L	4.a	CC.2.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.			X	/	X	
2	L	4.b	CC.2.L.4.b Vocabulary Acquisition and Use: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	X		X		/	
2	L	4.c	CC.2.L.4.c Vocabulary Acquisition and Use: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).		/	X		/	
2	L	4.d	CC.2.L.4.d Vocabulary Acquisition and Use: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).			X			
2	L	4.e	CC.2.L.4.e Vocabulary Acquisition and Use: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.						X
2	L	5	CC.2.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in word meanings.						X
2	L	5.a	CC.2.L.5.a Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).						X
2	L	5.b	CC.2.L.5.b Vocabulary Acquisition and Use: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).			/			X
2	L	6	CC.2.L.6 Vocabulary Acquisition and Use: 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).		/			/	X

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<b>3rd Grade Standards</b>											
3	L	1	CC.3.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		/						X
3	L	1.a	CC.3.L.1.a Conventions of Standard English: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		X						
3	L	1.b	CC.3.L.1.b Conventions of Standard English: Form and use regular and irregular plural nouns.	x	X						
3	R.L	1	CC.3.R.L.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.						/		X
3	R.L	2	CC.3.R.L.2 Key Ideas and Details: 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.						/		X
3	R.L	3	CC.3.R.L.3 Key Ideas and Details: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.						/		X
3	R.L	4	CC.3.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.						X		X
3	R.L	5	CC.3.R.L.5 Craft and Structure: 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.						/		/
3	R.L	6	CC.3.R.L.6 Craft and Structure: Distinguish their own point of view from that of the narrator or those of the characters.						X		X
3	R.L	7	CC.3.R.L.7 Integration of Knowledge and Ideas: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).								X
3	R.L	9	CC.3.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).						X		X
3	R.L	10	CC.3.R.L.10 Range of Reading and Complexity of Text: 10. 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	/		
3	R.I	1	CC.3.R.I.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.						/		X
3	R.I	2	CC.3.R.I.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.						X		X
3	R.I	3	CC.3.R.I.3 Key Ideas and Details: 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, and cause/effect.						X		X
3	R.I	4	CC.3.R.I.4 Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.			/			/		/
3	R.I	5	CC.3.R.I.5 Craft and Structure: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.						/		X
3	R.I	6	CC.3.R.I.6 Craft and Structure: Distinguish their own point of view from that of the author of a text.						/		X
3	R.I	7	CC.3.R.I.7 Integration of Knowledge and Ideas: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).						X		X
3	R.I	8	CC.3.R.I.8 Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		/				X		
3	R.I	9	CC.3.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points and key details presented in two texts on the same topic.						/		X
3	R.I	10	CC.3.R.I.10 Range of Reading and Level of Text Complexity: 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			
3	R.F	3	CC.3.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	X					/		
3	R.F	3.a	CC.3.R.F.3.a Phonics and Word Recognition: Identify and know the meaning of the most common prefixes and derivational suffixes.	X		X					
3	R.F	3.b	CC.3.R.F.3.b Phonics and Word Recognition: Decode words with common Latin suffixes.	X							
3	R.F	3.c	CC.3.R.F.3.c Phonics and Word Recognition: Decode multisyllable words.	X							
3	R.F	3.d	CC.3.R.F.3.d Phonics and Word Recognition: Read grade-appropriate irregularly spelled words.	X							
3	R.F	4	CC.3.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.	/				X	/		
3	R.F	4.a	CC.3.R.F.4.a Fluency: Read on-level text with purpose and understanding.					X	/		

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<b>3rd Grade Standards (Continued)</b>										
3	R.F	4.b	CC.3.R.F.4.b Fluency: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.						/	X
3	R.F	4.c	CC.3.R.F.4.c Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			X			x	
3	L	1.a	CC.3.L.1.a Conventions of Standard English: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		X					
3	L	1.b	CC.3.L.1.b Conventions of Standard English: Form and use regular and irregular plural nouns	X	X					
3	L	1.c	CC.3.L.1.c Conventions of Standard English: Use abstract nouns (e.g., childhood).		X					
3	L	1.d	CC.3.L.1.d Conventions of Standard English: Form and use regular and irregular verbs.		X					
3	L	1.e	CC.3.L.1.e Conventions of Standard English: Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.		X					
3	L	1.f	CC.3.L.1.f Conventions of Standard English: Ensure subject-verb and pronoun-antecedent agreement.*		X					
3	L	1.g	CC.3.L.1.g Conventions of Standard English: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.		x					
3	L	1.h	CC.3.L.1.h Conventions of Standard English: Use coordinating and subordinating conjunctions.		X					
3	L	1.i	CC.3.L.1.i Conventions of Standard English: Produce simple, compound, and complex sentences.		/					
3	L	2	CC.3.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	/	/					
3	L	2.a	CC.3.L.2.a Conventions of Standard English: Capitalize appropriate words in titles.		X					
3	L	2.b	CC.3.L.2.b Conventions of Standard English: Use commas in addresses.		X					
3	L	2.c	CC.3.L.2.c Conventions of Standard English: Use commas and quotation marks in dialogue.		X				/	
3	L	2.d	CC.3.L.2.d Conventions of Standard English: Form and use possessives.		X					
3	L	2.e	CC.3.L.2.e Conventions of Standard English: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	X		/				
3	L	2.f	CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	X						/
3	L	2.g	CC.3.L.2.g Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.						/	
3	L	3	CC.3.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.		/	/		/	/	/
3	L	3.a	CC.3.L.3.a Knowledge of Language: Choose words and phrases for effect.*							X
3	L	3.b	CC.3.L.3.b Knowledge of Language: Recognize and observe differences between the conventions of spoken and written standard English.		/					
3	L	4	CC.3.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.			X			X	
3	L	4.a	CC.3.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.			X			X	
3	L	4.b	CC.3.L.4.b Vocabulary Acquisition and Use: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	X		X			/	
3	L	4.c	CC.3.L.4.c Vocabulary Acquisition and Use: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).			X			/	
3	L	4.d	CC.3.L.4.d Vocabulary Acquisition and Use: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.						/	X
3	L	5	CC.3.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in word meanings.			/		/		X
3	L	5.a	CC.3.L.5.a Vocabulary Acquisition and Use: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).					/	/	
3	L	5.b	CC.3.L.5.b Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).						/	x
3	L	5.c	CC.3.L.5.c Vocabulary Acquisition and Use: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).			X				
3	L	6	CC.3.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		/	/			/	



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<b>4th Grade Standards</b>											
4	R.L	1	CC.4.R.L.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.							X	x
4	R.L	2	CC.4.R.L.2 Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text; summarize the text.							X	X
4	R.L	3	CC.4.R.L.3 Key Ideas and Details: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).							/	X
4	R.L	4	CC.4.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).							X	/
4	R.L	5	CC.4.R.L.5 Craft and Structure: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.							/	x
4	R.L	6	CC.4.R.L.6 Craft and Structure: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.							X	/
4	R.L	7	CC.4.R.L.7 Integration of Knowledge and Ideas: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.								/
4	R.L	9	CC.4.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.								
4	R.L	10	CC.4.R.L.10 Range of Reading and Complexity of Text: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.					x	/		
4	R.I	1	CC.4.R.I.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.							X	x
4	R.I	2	CC.4.R.I.2 Key Ideas and Details: Determine the main idea of a text and explain how it is supported by key details; summarize the text.							X	
4	R.I	3	CC.4.R.I.3 Key Ideas and Details: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.							/	X
4	R.I	4	CC.4.R.I.4 Craft and Structure: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.							X	X
4	R.I	5	CC.4.R.I.5 Craft and Structure: Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.							X	X
4	R.I	6	CC.4.R.I.6 Craft and Structure: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.								X
4	R.I	7	CC.4.R.I.7 Integration of Knowledge and Ideas: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.							/	X
4	R.I	8	CC.4.R.I.8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text.							/	X
4	R.I	9	CC.4.R.I.9 Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.								X
4	R.I	10	CC.4.R.I.10 Range of Reading and Complexity of Text: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.					x	X		
4	R.F	3	CC.4.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	X						/	
4	R.F	3.a	CC.4.R.F.3.a Phonics and Word Recognition: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	X		/				X	
4	R.F	4	CC.4.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.	/				x	X		
4	R.F	4.a	CC.4.R.F.4.a Fluency: Read on-level text with purpose and understanding.					x	X		
4	R.F	4.b	CC.4.R.F.4.b Fluency: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.								
4	R.F	4.c	CC.4.R.F.4.c Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			X				/	
4	L	1	CC.4.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		/						X
4	L	1.a	CC.4.L.1.a Conventions of Standard English: Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).		X						
4	L	1.b	CC.4.L.1.b Conventions of Standard English: Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.		/						

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<b>4th Grade Standards (Continued)</b>									
4	L	1.c	CC.4.L.1.c Conventions of Standard English: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.		X				
4	L	1.d	CC.4.L.1.d Conventions of Standard English: Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).						/
4	L	1.e	CC.4.L.1.e Conventions of Standard English: Form and use prepositional phrases.		X				
4	L	1.f	CC.4.L.1.f Conventions of Standard English: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*		x				
4	L	1.g	CC.4.L.1.g Conventions of Standard English: Correctly use frequently confused words (e.g., to, too, two; there, their).*	X					
4	L	2	CC.4.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	/	/				
4	L	2.a	CC.4.L.2.a Conventions of Standard English: Use correct capitalization.		X				
4	L	2.b	CC.4.L.2.b Conventions of Standard English: Use commas and quotation marks to mark direct speech and quotations from a text.		X			/	
4	L	2.c	CC.4.L.2.c Conventions of Standard English: Use a comma before a coordinating conjunction in a compound sentence.		X				
4	L	2.d	CC.4.L.2.d Conventions of Standard English: Spell grade-appropriate words correctly, consulting references as needed.						
4	L	3	CC.4.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.		/			/	
4	L	3.a	CC.4.L.3.a Knowledge of Language: Choose words and phrases to convey ideas precisely.*						X
4	L	3.b	CC.4.L.3.b Knowledge of Language: Choose punctuation for effect.*		X				
4	L	3.c	CC.4.L.3.c Knowledge of Language: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).		/				
4	L	4	CC.4.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.					/	/
4	L	4.a	CC.4.L.4.a Vocabulary Acquisition and Use: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.			/	/	X	/
4	L	4.b	CC.4.L.4.b Vocabulary Acquisition and Use: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	X		X		/	
4	L	4.c	CC.4.L.4.c Vocabulary Acquisition and Use: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.					/	X
4	L	5	CC.4.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			/		X	/
4	L	5.a	CC.4.L.5.a Vocabulary Acquisition and Use: Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.					X	
X	L	5.b	CC.4.L.5.b Vocabulary Acquisition and Use: Recognize and explain the meaning of common idioms, adages, and proverbs.						
4	L	5.c	CC.4.L.5.c Vocabulary Acquisition and Use: Demonstrate understanding of words by			X		X	
4	L	6	CC.4.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).			/		/	X



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5th Grade Standards (Continued)									
5	L	1.e	CC.5.L.1.e Conventions of Standard English: Use correlative conjunctions (e.g., either/or, neither/nor).		X				
5	L	2	CC.5.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	x	x				X
5	L	2.a	CC.5.L.2.a Conventions of Standard English: Use punctuation to separate items in a series.*		X				
5	L	2.b	CC.5.L.2.b Conventions of Standard English: Use a comma to separate an introductory element from the rest of the sentence.		X				
5	L	2.c	CC.5.L.2.c Conventions of Standard English: Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).		/				
5	L	2.d	CC.5.L.2.d Conventions of Standard English: Use underlining, quotation marks, or italics to indicate titles of works.						/
5	L	2.e	CC.5.L.2.e Conventions of Standard English: Spell grade-appropriate words correctly, consulting references as needed.	/		/			x
5	L	3	CC.5.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	/	/		/	/	x
5	L	3.a	CC.5.L.3.a Knowledge of Language: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.					/	x
5	L	3.b	CC.5.L.3.b Knowledge of Language: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.						/
5	L	4	CC.5.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.			X		X	
5	L	4.a	CC.5.L.4.a Vocabulary Acquisition and Use: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.		/		/	X	
5	L	4.b	CC.5.L.4.b Vocabulary Acquisition and Use: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	X		X		/	
5	L	4.c	CC.5.L.4.c Vocabulary Acquisition and Use: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.					/	X
5	L	5	CC.5.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			/		X	/
5	L	5.a	CC.5.L.5.a Vocabulary Acquisition and Use: Interpret figurative language, including similes and metaphors, in context.					X	/
5	L	5.b	CC.5.L.5.b Vocabulary Acquisition and Use: Recognize and explain the meaning of common idioms, adages, and proverbs.						
5	L	5.c	CC.5.L.5.c Vocabulary Acquisition and Use: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.			X		/	
5	L	6	CC.5.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).		X			/	

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KEY

				Phonics	Grammar	Vocabulary	Phonemic Awareness	Fluency	Comprehension	Supplemental White Board Lessons
<b>6th Grade Standards</b>										
6	R.L	1	CC.6.R.L.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.						X	x
6	R.L	2	CC.6.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.						/	/
6	R.L	3	CC.6.R.L.3 Key Ideas and Details: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.						/	
6	R.L	4	CC.6.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.						X	
6	R.L	5	CC.6.R.L.5 Craft and Structure: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.						/	
6	R.L	6	CC.6.R.L.6 Craft and Structure: Explain how an author develops the point of view of the narrator or speaker in a text.						/	
6	R.L	7	CC.6.R.L.7 Integration of Knowledge and Ideas: s and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.							/
6	R.L	9	CC.6.R.L.9 Integration of Knowledge and Ideas: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.						/	
6	R.L	10	CC.6.R.L.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.					X	/	
6	R.I	1	CC.6.R.I.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.						/	/
6	R.I	2	CC.6.R.I.2 Key Ideas and Details: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.						/	x
6	R.I	3	CC.6.R.I.3 Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).						/	x
6	R.I	4	CC.6.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.						/	x
6	R.I	5	CC.6.R.I.5 Craft and Structure: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.						/	
6	R.I	6	CC.6.R.I.6 Craft and Structure: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.						/	
6	R.I	7	CC.6.R.I.7 Integration of Knowledge and Ideas: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.							/
6	R.I	8	CC.6.R.I.8 Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.						/	
6	R.I	9	CC.6.R.I.9 Integration of Knowledge and Ideas: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).							x
6	R.I	10	CC.6.R.I.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.					X	X	
6	L	1	CC.6.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		x					
6	L	1.a	CC.6.L.1.a Conventions of Standard English: Ensure that pronouns are in the proper case (subjective, objective, and possessive).		X					
6	L	1.b	CC.6.L.1.b Conventions of Standard English: Use intensive pronouns (e.g., myself, ourselves).							
6	L	1.c	CC.6.L.1.c Conventions of Standard English: Recognize and correct inappropriate shifts in pronoun number and person.*		X					
6	L	1.d	CC.6.L.1.d Conventions of Standard English: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*		X					
6	L	1.e	CC.6.L.1.e Conventions of Standard English: Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*							
6	L	2	CC.6.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		x					x
6	L	2.a	CC.6.L.2.a Conventions of Standard English: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*		X					
6	L	2.b	CC.6.L.2.b Conventions of Standard English: Spell correctly.	X						

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				Phonics	Grammar	Vocabulary	Phonemic Awareness	Fluency	Comprehension	Supplemental White Board Lessons
6th Grade Standards (Continued)										
6	L	3	CC.6.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.		/				/	
6	L	3.a	CC.6.L.3.a Knowledge of Language: Vary sentence patterns for meaning, reader/listener interest, and style.*		/					
6	L	3.b	CC.6.L.3.b Knowledge of Language: Maintain consistency in style and tone.*							
6	L	4	CC.6.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.			X			X	
6	L	4.a	CC.6.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.			X			X	X
6	L	4.b	CC.6.L.4.b Vocabulary Acquisition and Use: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	X		X			/	X
6	L	4.c	CC.6.L.4.c Vocabulary Acquisition and Use: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.						/	X
6	L	4.d	CC.6.L.4.d Vocabulary Acquisition and Use: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).						/	X
6	L	5	CC.6.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.						X	
6	L	5.a	CC.6.L.5.a Vocabulary Acquisition and Use: Interpret figures of speech (e.g., personification) in context.						X	
6	L	5.b	CC.6.L.5.b Vocabulary Acquisition and Use: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		/	/			/	
6	L	5.c	CC.6.L.5.c Vocabulary Acquisition and Use: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).			/			/	
6	L	6	CC.6.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			/			/	

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7th Grade Standards											
7	R.L	1	CC.7.R.L.1 Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.							/	
7	R.L	2	CC.7.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.							/	
7	R.L	3	CC.7.R.L.3 Key Ideas and Details: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).							/	
7	R.L	4	CC.7.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.							/	
7	R.L	5	CC.7.R.L.5 Craft and Structure: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.								
7	R.L	6	CC.7.R.L.6 Craft and Structure: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.								
7	R.L	7	CC.7.R.L.7 Integration of Knowledge and Ideas: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).								
7	R.L	9	CC.7.R.L.9 Integration of Knowledge and Ideas: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.								
7	R.L	10	CC.7.R.L.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.					/	/	/	
7	R.I	1	CC.7.R.I.1 Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.							/	
7	R.I	2	CC.7.R.I.2 Key Ideas and Details: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.							/	
7	R.I	3	CC.7.R.I.3 Key Ideas and Details: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).							/	
7	R.I	4	CC.7.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.							/	X
7	R.I	5	CC.7.R.I.5 Craft and Structure: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.								
7	R.I	6	CC.7.R.I.6 Craft and Structure: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.							/	
7	R.I	7	CC.7.R.I.7 Integration of Knowledge and Ideas: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).								
7	R.I	8	CC.7.R.I.8 Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.							X	
7	R.I	9	CC.7.R.I.9 Integration of Knowledge and Ideas: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.								
7	R.I	10	CC.7.R.I.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.					x	X	X	
7	L	1	CC.7.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		x						
7	L	1.a	CC.7.L.1.a Conventions of Standard English: Explain the function of phrases and clauses in general and their function in specific sentences.		x						
7	L	1.b	CC.7.L.1.b Conventions of Standard English: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.		x						
7	L	1.c	CC.7.L.1.c Conventions of Standard English: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*								
7	L	2	CC.7.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	x	x						X
7	L	2.a	CC.7.L.2.a Conventions of Standard English: Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).		x						
7	L	2.b	CC.7.L.2.b Conventions of Standard English: Spell correctly.	X							
7	L	3	CC.7.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.		/					/	

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<b>7th Grade Standards (Continued)</b>									
7	L	3.a	CC.7.L.3.a Knowledge of Language: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*						
7	L	4	CC.7.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.					/	
7	L	4.a	CC.7.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.					/	
7	L	4.b	CC.7.L.4.b Vocabulary Acquisition and Use: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	x		x		/	
7	L	4.c	CC.7.L.4.c Vocabulary Acquisition and Use: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.					/	
7	L	4.d	CC.7.L.4.d Vocabulary Acquisition and Use: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			/		/	
7	L	5	CC.7.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					X	
7	L	5.a	CC.7.L.5.a Vocabulary Acquisition and Use: Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.						
7	L	5.b	CC.7.L.5.b Vocabulary Acquisition and Use: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.			X		/	
7	L	5.c	CC.7.L.5.c Vocabulary Acquisition and Use: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).			/		/	
7	L	6	CC.7.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			/		/	



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8th Grade Standards											
8	R.L	1	CC.8.R.L.1 Key Ideas and Details: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.							/	
8	R.L	2	CC.8.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.							/	
8	R.L	3	CC.8.R.L.3 Key Ideas and Details: Analyze how particular lines of or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.							/	
8	R.L	4	CC.8.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.					/	/		
8	R.L	5	CC.8.R.L.5 Craft and Structure: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.								
8	R.L	6	CC.8.R.L.6 Craft and Structure: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.								
8	R.L	7	CC.8.R.L.7 Integration of Knowledge and Ideas: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.								
8	R.L	9	CC.8.R.L.9 Integration of Knowledge and Ideas: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.								
8	R.L	10	CC.8.R.L.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.					x	/		
8	R.I	1	CC.8.R.I.1 Key Ideas and Details: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.							/	
8	R.I	2	CC.8.R.I.2 Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.							/	
8	R.I	3	CC.8.R.I.3 Key Ideas and Details: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).							/	
8	R.I	4	CC.8.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.							/	
8	R.I	5	CC.8.R.I.5 Craft and Structure: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.		/						
8	R.I	6	CC.8.R.I.6 Craft and Structure: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.							/	
8	R.I	7	CC.8.R.I.7 Integration of Knowledge and Ideas: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.								
8	R.I	8	CC.8.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.							X	
8	R.I	9	CC.8.R.I.9 Integration of Knowledge and Ideas: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.								
8	R.I	10	CC.8.R.I.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.					x	X		
8	L	1	CC.8.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		x						
8	L	1.a	CC.8.L.1.a Conventions of Standard English: Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.		x						
8	L	1.b	CC.8.L.1.b Conventions of Standard English: Form and use verbs in the active and passive voice.								
8	L	1.c	CC.8.L.1.c Conventions of Standard English: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.								
8	L	1.d	CC.8.L.1.d Conventions of Standard English: Recognize and correct inappropriate shifts in verb voice and mood.*								
8	L	2	CC.8.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		x						
8	L	2.a	CC.8.L.2.a Conventions of Standard English: Use punctuation (comma, ellipsis, dash) to indicate a pause or break.		x						
8	L	2.b	CC.8.L.2.b Conventions of Standard English: Use an ellipsis to indicate an omission.								
8	L	2.c	CC.8.L.2.c Conventions of Standard English: Spell correctly.	X							
8	L	3	CC.8.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.		/					/	

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<b>8th Grade Standards (Continued)</b>										
8	L	3.a	CC.8.L.3.a Knowledge of Language: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).		/					
8	L	4	CC.8.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.			/			/	
8	L	4.a	CC.8.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.			/			/	
8	L	4.b	CC.8.L.4.b Vocabulary Acquisition and Use: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).	X		X			/	
8	L	4.c	CC.8.L.4.c Vocabulary Acquisition and Use: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.						/	
8	L	4.d	CC.8.L.4.d Vocabulary Acquisition and Use: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			/			/	
8	L	5	CC.8.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.						X	
8	L	5.a	CC.8.L.5.a Vocabulary Acquisition and Use: Interpret figures of speech (e.g. verbal irony, puns) in context.						/	
8	L	5.b	CC.8.L.5.b Vocabulary Acquisition and Use: Use the relationship between particular words to better understand each of the words.		/	/				
8	L	5.c	CC.8.L.5.c Vocabulary Acquisition and Use: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).			/			/	
8	L	6	CC.8.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			/			/	



<b>MindPlay Virtual Reading Coach</b> <b>Common Core Alignment as of February 2014</b> X=Full    /=Partial				KEY	Phonics	Grammar	Vocabulary	Phonemic Awareness	Fluency	Comprehension	Supplemental White Board Lessons
<b>9 - 10th Grade Standards</b>											
9 & 10	R.L	1	CC.9-10.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.								
9 & 10	R.L	2	CC.9-10.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.								
9 & 10	R.L	3	CC.9-10.R.L.3 Key Ideas and Details: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.								
9 & 10	R.L	4	CC.9-10.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).								
9 & 10	R.L	5	CC.9-10.R.L.5 Craft and Structure: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.								
9 & 10	R.L	6	CC.9-10.R.L.6 Craft and Structure: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.								
9 & 10	R.L	7	CC.9-10.R.L.7 Integration of Knowledge and Ideas: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).								
9 & 10	R.L	9	CC.9-10.R.L.9 Integration of Knowledge and Ideas: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).								
9 & 10	R.L	10	CC.9-10.R.L.10 Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.								
9 & 10	R.I	1	CC.9-10.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.								
9 & 10	R.I	2	CC.9-10.R.I.2 Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.								
9 & 10	R.I	3	CC.9-10.R.I.3 Key Ideas and Details: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.								
9 & 10	R.I	4	CC.9-10.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).								
9 & 10	R.I	5	CC.9-10.R.I.5 Craft and Structure: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).								
9 & 10	R.I	6	CC.9-10.R.I.6 Craft and Structure: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.								
9 & 10	R.I	7	CC.9-10.R.I.7 Integration of Knowledge and Ideas: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.								
9 & 10	R.I	8	CC.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.								
9 & 10	R.I	9	CC.9-10.R.I.9 Integration of Knowledge and Ideas: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter From Birmingham Jail"), including how they address related themes and concepts.								
9 & 10	R.I	10	CC.9-10.R.I.10 Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.								
9 & 10	L	1	CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.								
9 & 10	L	1.a	CC.9-10.L.1.a Conventions of Standard English: Use parallel structure.*								
9 & 10	L	1.b	CC.9-10.L.1.b Conventions of Standard English: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.								
9 & 10	L	2	CC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X	x						

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X=Full    /=Partial

KEY

Phonics

Grammar

Vocabulary

Phonemic Awareness

Fluency

Comprehension

Supplemental  
White Board  
Lessons

9 - 10th Grade Standards (Continued)

9 & 10	L								
9 & 10	L	2.a	CC.9-10.L.2.a Conventions of Standard English: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.		X				
9 & 10	L	2.b	CC.9-10.L.2.b Conventions of Standard English: Use a colon to introduce a list or quotation.		X				
9 & 10	L	2.c	CC.9-10.L.2.c Conventions of Standard English: Spell correctly.	X					
9 & 10	L	3	CC.9-10.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.						
9 & 10	L	3.a	CC.9-10.L.3.a Knowledge of Language: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.						
9 & 10	L	4	CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.						
9 & 10	L	4.a	CC.9-10.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.						
9 & 10	L	4.b	CC.9-10.L.4.b Vocabulary Acquisition and Use: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).						
9 & 10	L	4.c	CC.9-10.L.4.c Vocabulary Acquisition and Use: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.						
9 & 10	L	4.d	CC.9-10.L.4.d Vocabulary Acquisition and Use: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).						
9 & 10	L	5	CC.9-10.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.						
9 & 10	L	5.a	CC.9-10.L.5.a Vocabulary Acquisition and Use: Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.						
9 & 10	L	5.b	CC.9-10.L.5.b Vocabulary Acquisition and Use: Analyze nuances in the meaning of words with similar denotations.						
9 & 10	L	6	CC.9-10.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression			/			



**MindPlay Virtual Reading Coach**  
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KEY

				Phonics	Grammar	Vocabulary	Phonemic Awareness	Fluency	Comprehension	Supplemental White Board Lessons
<b>11 -12th Grade Standards (Continued)</b>										
11 & 12	L	1	CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		x					
11 & 12	L	1.a	CC.11-12.L.1.a Conventions of Standard English: Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.							
11 & 12	L	1.b	CC.4.R.L.5 Craft and Structure: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.							
11 & 12	L	2	CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X	X					
11 & 12	L	2.a	CC.11-12.L.2.a Conventions of Standard English: Observe hyphenation conventions.							
11 & 12	L	2.b	CC.11-12.L.2.b Conventions of Standard English: Spell correctly.	X						
11 & 12	L	3	CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.							
11 & 12	L	3.a	CC.11-12.L.3.a Knowledge of Language: Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.							
11 & 12	L	4	CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.			/				
11 & 12	L	4.a	CC.11-12.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.			/				
11 & 12	L	4.b	CC.11-12.L.4.b Vocabulary Acquisition and Use: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).							
11 & 12	L	4.c	CC.11-12.L.4.c Vocabulary Acquisition and Use: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.							
11 & 12	L	4.d	CC.11-12.L.4.d Vocabulary Acquisition and Use: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).							
11 & 12	L	5	CC.11-12.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.							
11 & 12	L	5.a	CC.11-12.L.5.a Vocabulary Acquisition and Use: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.							
11 & 12	L	5.b	CC.11-12.L.5.b Vocabulary Acquisition and Use: Analyze nuances in the meaning of words with similar denotations.							
11 & 12	L	6	CC.11-12.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			/				
11 & 12	R.H	1	CC.11-12.R.H.1 Key Ideas and Details: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.							
11 & 12	R.H	2	CC.11-12.R.H.2 Key Ideas and Details: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.							
11 & 12	R.H	3	CC.11-12.R.H.3 Key Ideas and Details: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.							
11 & 12	R.H	4	CC.11-12.R.H.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).							
11 & 12	R.H	5	CC.11-12.R.H.5 Craft and Structure: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.							
11 & 12	R.H	6	CC.11-12.R.H.6 Craft and Structure: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.							
11 & 12	R.H	7	CC.11-12.R.H.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.							
11 & 12	R.H	8	CC.11-12.R.H.8 Integration of Knowledge and Ideas: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.							
11 & 12	R.H	9	CC.11-12.R.H.9 Integration of Knowledge and Ideas: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.							
11 & 12	R.H	10	CC.11-12.R.H.10 Range of Reading and Level of Text Complexity: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.					X		

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**Common Core Alignment as of February 2014** KEY  
 X=Full /=-Partial

Phonics  
 Grammar  
 Vocabulary  
 Phonemic Awareness  
 Fluency  
 Comprehension  
 Supplemental White Board Lessons

**11 -12th Grade Standards (Continued)**

11 & 12	R.ST								
11 & 12	R.ST	1	CC.11-12.R.ST.1 Key Ideas and Details: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.						
11 & 12	R.ST	2	CC.11-12.R.ST.2 Key Ideas and Details: Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.						
11 & 12	R.ST	3	CC.11-12.R.ST.3 Key Ideas and Details: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.						
11 & 12	R.ST	4	CC.11-12.R.ST.4 Craft and Structure: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.						
11 & 12	R.ST	5	CC.11-12.R.ST.5 Craft and Structure: Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.						
11 & 12	R.ST	6	CC.11-12.R.ST.6 Craft and Structure: Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.						
11 & 12	R.ST	7	CC.11-12.R.ST.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.						
11 & 12	R.ST	8	CC.11-12.R.ST.8 Integration of Knowledge and Ideas: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.						
11 & 12	R.ST	9	CC.11-12.R.ST.9 Integration of Knowledge and Ideas: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.						
11 & 12	R.ST	10	CC.11-12.R.ST.10 Range of Reading and Level of Text Complexity: By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.						