

Cut, Paste, Color (REM 52F)

Grade	Strand	Standard #	Standard	REM 52A	REM 52B	REM 52C	REM 52D	REM 52E
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.			52C		
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).			52C		
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.			52C		
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.		52B	52C		52E
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).			52C		
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).			52C		52E
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.			52C		
K	R.F	2	CC.K.R.F.2 Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			52C		
K	R.F	2.a	CC.K.R.F.2.a Phonological Awareness: Recognize and produce rhyming words.			52C		
K	R.F	2.b	CC.K.R.F.2.b Phonological Awareness: Count, pronounce, blend, and segment syllables in spoken words.			52C		
K	R.F	2.c	CC.K.R.F.2.c Phonological Awareness: Blend and segment onsets and rimes of single-syllable spoken words.			52C		
K	R.F	2.d	CC.K.R.F.2.d Phonological Awareness: 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/.)			52C		
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.			52C		
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.			52C		
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.			52C		
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.			52C		
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).			52C		
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.			52C		

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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.			52C		
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).			52C		
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.			52C		
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.			52C		52E
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).		52B	52C	52D	52E
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).					52E
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.			52C		
1	R.F	2.a	CC.1.R.F.2.a Phonological Awareness: Distinguish long from short vowel sounds in spoken single-syllable words .			52C		
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.			52C		
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.			52C		
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).			52C		
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.			52C		
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).			52C		
1	R.F	3.b	CC.1.R.F.3.b Phonics and Word Recognition: Decode regularly spelled one-syllable words.			52C		
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.			52C		
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.			52C		
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.			52C		
1	R.F	3.f	CC.1.R.F.3.f Phonics and Word Recognition: Read words with inflectional endings.			52C		
1	R.F	3.g	CC.1.R.F.3.g Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.			52C		

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Grade	Strand	Standard #	Standard	REM 52A	REM 52B	REM 52C	REM 52D	REM 52E
2	R.F	4	CC.2.R.F.4 Read with sufficient accuracy and fluency to support comprehension.	52A				
2	R.F	4.a	CC.2.R.F.4.a Read grade-level text with purpose and understanding.	52A				
2	R.F	4.b	CC.2.R.F.4.b Read grade-level text orally with accuracy, appropriate rate, and expression.	52A				
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.	52A				
3	R.F	4	CC.3.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.	52A				
3	R.F	4.a	CC.3.R.F.4.a Fluency: Read grade-level text with purpose and understanding.	52A				
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.	52A				
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).	52A			52D	
K-12	R	R.1	CC.K-12.R.R.1 Key Ideas and Details: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	52A				