



Reading Street 2011 Common Core State Standards

Introduction This guide briefly reviews the kindergarten through fifth grade English Language Arts Common Core State Standards. It will explain how to meet these standards with Reading Street materials to prepare for a successful transition.

K–5 Common Core ELA Standards Pearson authors were integral in writing the Common Core State Standards, so Reading Street is in compliance with these standards.

Reading the Standards Here is a review of the structure of the Common Core State Standards. The standards have several components including College and Career Readiness anchor standards, grade-specific standards, and appendices, which help teachers understand what students need to do to meet the standards.

To make the standards manageable, Pearson author, Karen Wixson, offers this tip. She suggests that administrators and teachers read the anchor standards, followed by the appendices and lastly the grade-specific standards.

Practice Here is an example from Grade 2 using this approach. Select an anchor standard.

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

College and Career Readiness Anchor Standards for Reading

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the college and career readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. 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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Deliberate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

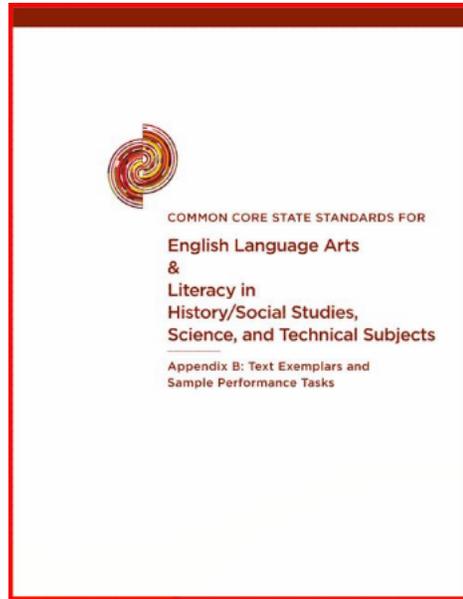
*Please see "Research to Build and Extend Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional details relevant to gathering, assessing, and applying information from print and digital sources.

As an example, choose anchor standard 8 under Integration of Knowledge and Ideas.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
- 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

For the example, find a grade-appropriate sample task from Appendix B that represents this anchor standard.



Since the anchor standard used in this example is specific to informational texts, search the Table of Contents in Appendix B for Grades 2–3 Text Exemplars, then Informational Texts, and lastly Sample Performance Tasks for Informational Texts.

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Reading Standards for Informational Text K-5

	Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details			
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	
2. With prompting and support, identify the main topic and retell key details of a text.	2. Identify the main topic and retell key details of a text.	2. Identify the main topic of a multid paragraph text as well as the focus of specific paragraphs within the text.	
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
Craft and Structure			
4. With prompting and support, ask and answer questions about unknown words in a text.	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	
5. Identify the front cover, back cover, and title page of a book.	5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	
Integration of Knowledge and Ideas			
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what period, place, thing, or idea in the text an illustration depicts).	7. Use the illustrations and details in a text to describe its key ideas.	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	
8. With prompting and support, identify the reasons an author gives to support points in a text.	8. Identify the reasons an author gives to support points in a text.	8. Describe how reasons support specific points the author makes in a text.	
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Compare and contrast the most important points presented by two texts on the same topic.	
Range of Reading and Level of Text Complexity			
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read informational texts appropriately complex for grade 1.	10. 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 fluency as needed at the high end of the range.	

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It is important to determine the skills students need to complete these tasks, so think about how these tasks can be broken down into manageable subtasks.

Find the grade-specific standard for the example and look in the Reading Standards for Informational Text K–5, then under Grade 2, and lastly for Standard 8. The link for all three of these steps is the following:

Students identify specific points within a text that support the author’s reasoning.

Common Core Implementation Kit

The Reading Street Common Core Implementation Kit has several resources to help teachers tackle the Common Core State Standards.

The Reading Street Overview and Implementation Guide is a great place to start.



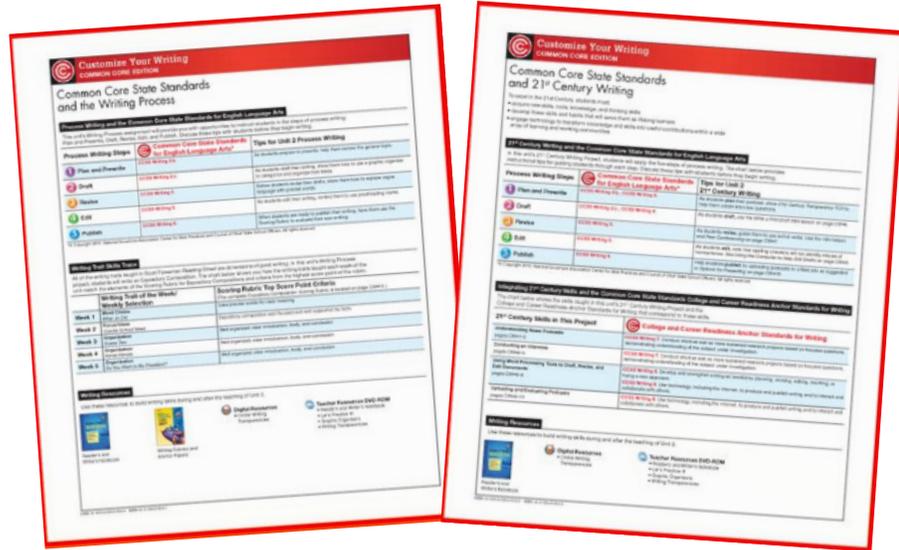
This resource helps teachers dig into the standards and make connections to Reading Street. The guide examines the standards through the eyes of the authors, who provide suggestions and alignments. There are a week of annotated lessons with applicable research and Links to Literacy Solutions for connection to other programs. The Week at a Glance feature helps teachers prepare for the whole week, and the unit Concept Development guides show how it ties altogether.

The kit supports teachers directly with a Writing and Research Handbook, a Common Core Weekly Test Teacher’s Manual, a Common Core Unit and End-of-Year Benchmark Teacher’s Manual, and professional development opportunities. The kit also provides support for teachers, students, and families with the Focus on Common Core posters and the Family Talk component to support School-to-Home Connections to support home involvement.

For more information on the kit, refer to the Reading Street Common Core Implementation Kit guide found on this Web site.

Common Core Standards in Reading Street

Reading Street provides Common Core Standards implementation support each and every day. Here is a closer look at some essential resources that teachers use on a weekly or even daily basis: the Teacher’s Edition tabs.



Resources

The Weekly Teacher’s Edition tab is a two-sided resource with a Weekly Planning Guide and a Concept Development graphic organizer. It can be found on the weekly story tab.

The Weekly Planning Guide shows the alignment of the Common Core Standards with skills and strategies for the week.

Target Skills and Strategies
Phonemic Awareness Skill: Segment and Blend Phonemes <ul style="list-style-type: none"> • Segment and Blend Words • Add Phonemes • Segment and Blend Syllables
Phonics Skill: Consonant Patterns <i>ng, nk</i> Skill: Compound Words
Comprehension Skill: Compare and Contrast
Comprehension Strategy: Inferring
Fluency Skill: Appropriate Phrasing
Listening and Speaking Skill: Share Information and Ideas
Six-Trait Writing Trait of the Week: Skill: Voice
Writing Skill: Comments About a Story
Conventions Skill: Verbs that Add -s

The standards are outlined with an instructional summary as well as ideas for additional support throughout the week.

Common Core State Standards for English Language Arts*
CCSS Foundational Skills 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CCSS Foundational Skills 3.e. Decode two-syllable words following basic patterns by breaking the words into syllables.
CCSS Literature 9. Compare and contrast the adventures and experiences of characters in stories.
CCSS Literature 1. Ask and answer questions about key details in a text.
CCSS Foundational Skills 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CCSS Speaking/Listening 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
CCSS Literature 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CCSS Writing 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; we hop</i>).

The Concept Development graphic organizer guides teachers through concept development for the entire unit while providing weekly and individual activity ideas.

YOU ARE HERE: WEEK 2

QUESTION OF THE WEEK What do we learn as we grow and change?



As children answer this unit's Big Question and this week's Question of the Week, they will address:

CCSS Reading 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. **(Also CCSS Reading 9.)**

Concept Talk Guide children as they discuss questions such as:

- What can you do now that you could not do when you were younger?

As children answer this week's Concept Talk Question, they will address:

CCSS Language 3. 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. **(Also CCSS Speaking/Listening 1.)**

Writing Look at the pictures in *Ruby in Her Own Time*. Think about what Ruby does. Write sentences that tell two things Ruby does that you like.

As children write about this week's prompt, they will address:

CCSS Writing 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Listening and Speaking On page 82, children learn to be polite to their listeners. By doing so, they address:

CCSS Speaking/Listening 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. **(Also CCSS Speaking/Listening 1.)**

And finally, there are Teacher's Edition tabs that show the alignment of writing on Reading Street to anchor and grade-specific standards. The Volume 1 Teacher's Editions has the 21st Century Writing tab. In Volume 2 Teacher's Editions, there are Writing Process Teacher's Edition tabs.

These Teacher's Edition tabs are an introduction to meeting the Common Core Standards with Reading Street instruction.

Activities

Here are some examples of individual Reading Street activities known to support Common Core Standards implementation.

Reading Street provides a multiday read with specific questions for comprehension skills and strategies as well as higher-order thinking skills. This feature prepares students to use higher-level skills to interpret more complex content.

Reading Street Provides**Double-Day Read**

Note the Double-Day Read labels as each selection provides one set of key questions for Day 2 of the lesson and then a second set of questions for Day 3. This organization allows for an initial reading followed by a rereading using higher-level skills to further interpret the content.

Look for the graduation cap icon for activities that build students competencies in reading, writing, language, and listening and speaking.

Review

This guide reviewed Karen Wixson's suggestion for reading the Common Core State Standards. It also explored Reading Street transition resources and examined the features that support the implementation of these new standards.

For more information about Reading Street please visit the other tutorials on this Web site.