

# Your Literacy Standards Companion at a Glance

Indexes Cross-Referencing Your State Standards with the Common Core appear at the front of the book.

Specific strands and standards are listed for each state.

Each state and grade level is listed at the top for easy reference.

The gist of each standard is succinctly summarized.

This column shows where to find instructional guidance for each standard.

## Indexes Cross-Referencing Your State Standards

### Alaska, Kindergarten

Alaska Strand/Standard	Focus of Alaska Standard	For More Information
<b>Reading Literature</b>		
RL.1	Ask and answer questions about a text using key details	R1 pp. 6–11
RL.2	Retell familiar stories, using key details	R2 pp. 12–17
RL.3	Identify characters, settings, and major events in a story	R3 pp. 18–23
RL.4	Ask and answer questions about unknown words in a text	R4 pp. 24–29
RL.5	Identify common types of text (e.g., storybooks, poems)	R5 pp. 30–35
RL.6	Name the author and illustrator of a story and describe the role of each	R6 pp. 36–41
RL.7	Describe the relationship between the illustrations and the story in which they appear	R7 pp. 42–47
RL.8	NA	
RL.9	Compare and contrast the characters in familiar stories	R9 pp. 54–59
RL.10	Actively engage in reading activities with purpose and understanding	R10 pp. 60–65
<b>Reading Informational Text</b>		
RI.1	Ask and answer questions about information in a text, using key details	R1 pp. 6–11
RI.2	Identify the main topic and retell key details of a text	R2 pp. 12–17
RI.3	Describe the connections between two individuals, events, ideas, or pieces of information in a text	R3 pp. 18–23
RI.4	Ask and answer questions about unknown words in a text	R4 pp. 24–29
RI.5	Identify the front cover, back cover, and title page of a book	R5 pp. 30–35
RI.6	Name the author and illustrator of a text and describe the role of each	R6 pp. 36–41
RI.7	Describe the relationship between visual images and the text in which they appear	R7 pp. 42–47
RI.8	Identify the opinions an author states in a text	R8 pp. 48–53
RI.9	Identify basic similarities and differences between two texts on the same topic	R9 pp. 54–59
RI.10	Actively engage in reading informational text with purpose and understanding	R10 pp. 60–65
<b>Reading Foundational Skills</b>		
RF.1	Print Concepts: Demonstrate understanding of the organization and basic features of print	RF1 pp. 72–77
RF.2	Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	RF2 pp. 78–83
RF.3	Phonics: Know and apply grade-level phonics and word analysis skills in decoding words	RF3 pp. 84–89
RF.4	Fluency: Read level-appropriate texts with purpose and understanding	RF4 pp. 90–95
<b>Writing</b>		
W.1	Use a combination of drawing, dictating, and writing to compose opinion pieces	W1 pp. 100–105
W.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts	W2 pp. 106–111
W.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events and provide a reaction to what happened	W3 pp. 112–117
W.4	NA	
W.5	Respond to questions and add details to strengthen writing as needed	W5 pp. 118–123

(Continued)

Shaded bands highlight the overarching strands.

Alaska Strand/Standard	Focus of Alaska Standard	For More Information
<b>Writing</b>		
W.6	Explore a variety of digital tools to produce and publish writing	W6 pp. 124–129
W.7	Participate in shared research and writing projects	W7 pp. 130–135
W.8	Recall information from experiences or gather information from provided sources to answer a question	W8 pp. 136–141
W.9	NA	
W.10	NA	
<b>Speaking and Listening</b>		
SL.1	Participate in collaborative conversations with diverse partners about topics and texts in small and larger groups	SL1 pp. 146–151
SL.2	Ask and answer questions about key details to confirm understanding of a topic	SL2 pp. 152–157
SL.3	Ask and answer questions in order to seek help, get information or clarify something that is not understood	SL3 pp. 158–163
SL.4	Describe familiar people, places, things, and events	SL4 pp. 164–169
SL.5	Add drawings or other visual displays to descriptions to provide additional detail	SL5 pp. 170–175
SL.6	Speak audibly and express thoughts, ideas, feelings, and ideas clearly in complete sentences when appropriate to task and situation	SL6 pp. 176–181
<b>Language</b>		
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 pp. 186–191
L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	L2 pp. 192–197
L.3	NA	
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases	L4 pp. 204–209
L.5	Explore word relationships and nuances in word meanings	L5 pp. 210–215
L.6	Use words and phrases acquired through conversations, reading, being read to, and responding to texts	L6 pp. 216–221

### Alaska, Grade 1

Alaska Strand/Standard	Focus of Alaska Standard	For More Information
<b>Reading Literature</b>		
RL.1	Ask and answer questions about a text using key details from the text	R1 pp. 6–11
RL.2	Retell stories, including key details, and demonstrate understanding of their message	R2 pp. 12–17
RL.3	Describe characters, settings, and major events in a story, play, or poem	R3 pp. 18–23
RL.4	Identify words or phrases that suggest feelings or appeal to the senses	R4 pp. 24–29
RL.5	Explain major differences between stories and informative texts	R5 pp. 30–35
RL.6	Identify who is telling the story at various points in a text	R6 pp. 36–41
RL.7	Use illustrations and details to describe elements of a story	R7 pp. 42–47
RL.8	NA	
RL.9	Compare and contrast the experiences of characters in stories	R9 pp. 54–59
RL.10	Read texts of appropriate complexity	R10 pp. 60–65
<b>Reading Informational Text</b>		
RI.1	Ask and answer questions about a text using key details from the text	R1 pp. 6–11
RI.2	Identify the main topic or author's purpose and retell key details of a text	R2 pp. 12–17

Each standard under the strand is specifically called out.

Each section begins with a restatement of the official anchor standards as they appear in the actual Common Core State Standards document.

## College and Career Readiness Anchor Standards for *Reading K–12*

Source:  
Common Core  
State Standards

The K–12 reading standards outlined on the following pages define what students should understand and be able to do by the end of each grade. Here on this page we present the College and Career Readiness (CCR) anchor standards for K–12 so you can see how students in K–2 work toward the same goals as high school seniors: it's a universal, K–12 vision. The CCR anchor standards and the grade-specific standards correspond to one another by number (1–10). They are necessary complements: the former providing broad standards, the latter providing additional specificity. Together, they define the skills and understandings that all students must eventually 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. 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.

### Range of Reading and Level of Text Complexity

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

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\*Please consult the full Common Core State Standards document (and all updates and appendices) at <http://www.corestandards.org/ELA-Literacy>. See "Research to Build Knowledge" in the Writing section and "Comprehension and Collaboration" in the Speaking and Listening section for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

## College and Career Readiness Anchor Standards for *Reading*

The CCR anchor standards are the same for K–12. The guiding principle here is that the core reading skills should not change as students advance; rather, the level at which students learn and can perform these skills should increase in complexity as they move from one grade to the next. However, for grades K–2, we have to recognize that the standards were back mapped from the secondary level—that is, the authors envisioned what college students need and then wrote standards working their way down the grades. Thus, as you use this book, remember that children in K–2 can't just "jump over" developmental milestones in an ambitious attempt to achieve an anchor standard. There are certain life and learning experiences they need to have, and certain concepts they need to learn, before they are capable of handling many complex academic skills in a meaningful way. The anchor standards nonetheless are goalposts to work toward. As you read the "gist" of the standards below, remember they represent what our K–2 students will *grow into* during each year and deepen later in elementary, middle, and high school. The journey starts in K–2!

### Key Ideas and Details

This first strand of reading standards emphasizes students' ability to identify key ideas and themes in a text, whether literary, informational, primary, or foundational and whether in print, graphic, quantitative, or mixed media formats. The focus of this first set of standards is on reading to understand, during which students focus on what the text says. The premise is that students cannot delve into the deeper meaning of any text if they cannot

first grasp the surface meaning of that text. Beyond merely identifying these ideas, readers must learn to see how these ideas and themes, or the story's characters and events, develop and evolve over the course of a text. Such reading demands that students know how to identify, evaluate, assess, and analyze the elements of a text for their importance, function, and meaning within the text.

### Craft and Structure

The second set of standards builds on the first, focusing not on what the text says but on how it says it, the emphasis here being on analyzing how texts are made to serve a function or achieve a purpose. These standards ask readers to examine the choices the author makes in words and sentence and

paragraph structure and how these choices contribute to the meaning of the text and the author's larger purpose. Inherent in the study of craft and structure is how these elements interact with and influence the ideas and details outlined in the first three standards.

### Integration of Knowledge and Ideas

This third strand might be summed up as reading to extend or deepen one's knowledge of a subject by comparing what a range of sources have said about it over time and across different media. In addition, these standards emphasize the importance of being able to read the arguments; that is, they look at how to identify the claims the texts make and evaluate the evidence used to support those claims regardless of the

media. Finally, these standards ask students to analyze the author's choices of means and medium and the effects those choices have on ideas and details. Thus, if a writer integrates words, images, and video in a mixed media text, readers should be able to examine how and why the author did that for stylistic and rhetorical purposes.

### Range of Reading and Level of Text Complexity

The Common Core State Standards document itself offers the most useful explanation of what this last standard means in a footnote titled "Notes on range and content of student reading," which accompanies the reading standards:

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students'

own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare.

Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts. (CCSS 2010, p. 35)

Source: Adapted from Jim Burke, *The Common Core Companion: The Standards Decoded, Grades 6–8* (Thousand Oaks, CA: Corwin, 2013).

On the facing page, a user-friendly "translation" of each standard gives you a fuller sense of the big picture and big objectives as you consider how it relates to your state's standards.

On this page you'll find accessible translations of the standards at your left so you can better grasp what they mean.

Built-in tabs facilitate navigation.

The actual CCSS anchor standard is included for easy reference.

The specific strand situates you within the larger context of the standards.

The emphasis now is on what students should do, utilizing the same grade-level structure at your left.

Comprehension questions are included for helping students master thinking moves and skills behind each standard; all can be adapted to a range of class texts and topics or to needs specific to your particular state standards.

Grades K-2 Common Core Reading Standard 1 *Key Ideas and Details*

**Standard 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.

Literature	Informational Text
<p>3 With prompting and support, students ask and answer questions about key details in a text.</p>	<p>3 With prompting and support, students ask and answer questions about key details in a text.</p>
<p>1 Students ask and answer questions about key details in a text.</p>	<p>1 Students ask and answer questions about key details in a text.</p>
<p>2 Students ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>2 Students ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>

Grades K-2 Common Core Reading Standard 1

What the Student Does

Literature	Informational Text
<p>3 <b>Gist:</b> Students ask and answer questions about key details in a text.</p> <p><b>They consider:</b></p> <ul style="list-style-type: none"><li>• What happens or is said in this text?</li><li>• Which words, pictures, and sentences help me know this?</li></ul>	<p>3 <b>Gist:</b> Students ask and answer questions about key details in a text.</p> <p><b>They consider:</b></p> <ul style="list-style-type: none"><li>• What happens or is said in this text?</li><li>• Which words, illustrations, and sentences help me know this?</li></ul>
<p>1 <b>Gist:</b> Students ask and answer questions about key details in a text.</p> <p><b>They consider:</b></p> <ul style="list-style-type: none"><li>• What happens or is said in this text?</li><li>• Which words, pictures, and sentences help me know this?</li></ul>	<p>1 <b>Gist:</b> Students ask and answer questions about key details in a text.</p> <p><b>They consider:</b></p> <ul style="list-style-type: none"><li>• What happens or is said in this text?</li><li>• Which words, illustrations, and sentences help me know this?</li></ul>
<p>2 <b>Gist:</b> Students ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to determine the key details in a text.</p> <p><b>They consider:</b></p> <ul style="list-style-type: none"><li>• What happens or is said in this text?</li><li>• Which words, pictures, and sentences help me know this?</li></ul>	<p>2 <b>Gist:</b> Students ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to determine the key details in a text.</p> <p><b>They consider:</b></p> <ul style="list-style-type: none"><li>• What happens or is said in this text?</li><li>• Which details (words, illustrations, and sentences) support the key ideas?</li></ul>

Note: Although the questions listed above are too difficult for most young students to interpret and apply on their own, we share them to give teachers a detailed sense of what their students should be striving toward as learners. K-2 students may not be able to ask the questions of themselves independently, but teachers can use them as a jumping-off point for lesson content and as prompts and reminders to share with students. Over time and with instruction, students will be able to pose these questions on their own.

Horizontal and vertical views enable you to consider how the standards change across grade levels.

Standards for each discipline are featured on a single page for easy planning.

The right-hand page utilizes the very same grade-level format to provide two distinct visual paths for understanding the standards.

"Gist" sections provide plain-English synopses of the standards so you can put them to immediate use.



- A dedicated academic vocabulary section
- offers a quick-reference glossary of key words and phrases for each standard.

Grades K-2 Common Core Reading Standard 1

**Academic Vocabulary:** Key Words and Phrases

**Cite specific textual evidence:** Readers need to reference the text to support their ideas, rather than simply stating opinions or referring to personal experiences; students should be able to reference illustrations or read words or sentences from the text that prove the points they are trying to make.

**Conclusions drawn from the text:** Readers take a group of details (different findings, series of events, related examples) and infer from them an insight or understanding about their meaning or importance within the passage or the text as a whole. These insights or conclusions are based on evidence found in the text.

**Explicitly:** This refers to anything that is clearly and directly stated in precise detail; it may suggest factual information or literal meaning, although this is not necessarily the case.

**Informational texts:** These include nonfiction texts written for a variety of purposes and audiences, such as expository texts, informational narratives (biography, history, journals and diaries, persuasive texts and essays). Informational texts include written arguments as well as visual images such as charts and diagrams.

**Key details:** These are parts of a text that support the main idea and enable the reader to draw conclusions/infer what the text or a portion of a text is about.

**Literature:** This refers to fiction, poetry, drama, and graphic stories as well as artworks by master painters or distinguished photographers.

**Logical inferences (drawn from the text):** To infer, readers add what they *learned* from the text to what they already *know* about the subject; however, for an inference to be "logical," it must be based on evidence *from the text*.

**Prompting and support:** Here the teacher takes the lead role in helping students initiate a particular skill or strategy. She is likely to think aloud and model precisely what she wants students to be able to do on their own later, and to nurture their attempts.

**Read closely (close reading):** This refers to reading that emphasizes not only surface details but the deeper meaning and larger connections between words, sentences, and the full text; it also requires the reader to attend to the author's craft, including organization, word choice, and style.

**Text:** In its broadest meaning, a text is whatever one is trying to read: a poem, essay, or article; in its more modern sense, a text can also be an image, an artwork, a speech, or a multimedia format such as a website or film.

**Textual evidence:** Not all evidence is created equal; students need to choose those pieces of evidence (illustrations, words, or sentences) that provide the best examples of what they are saying or the most compelling references to support their assertions.

Notes

- Clearly worded entries
- decode each word or phrase according to the particular way it is used
- in a given standard.

- A planning template provides prompts to help you develop lesson plans that address and connect standards.

Planning Page

Standard: \_\_\_\_\_

Purpose of Lesson/s:

Planning the Lesson/s	Questions to Ask
Differentiating Instruction	Thinking Beyond This Standard

The standards guide instruction; they do not dictate it. So as you plan lessons remember you aren't teaching the standards, but instead are teaching students how to read, write, talk, and think through well-crafted lessons that draw from the pedagogy embedded within them. Engaging lessons often have several EIA standards within them and integrate reading, writing, speaking and listening, and language.

# Example of a Filled-in Worksheet: First Grade

List the specifics about how you envision the lesson unfolding.

This is a place to write notes about the purpose of your lesson and what you really want your students to take away.

Here, jot down the questions you plan to ask your students to help guide them through your lesson.

### Planning Page

**Standard:** Foundational Skills Standard 4

**Purpose of Lesson/s:** Working with a small group of readers to give them additional practice reading at a rate and with expression that matches what the text is about. Important to connect how a text is read and what it means.

Planning the Lesson/s	Questions to Ask
<p><i>Small Group Lesson:</i> (4 students)</p> <ul style="list-style-type: none"> <li><i>The Boy Who Cried Wolf</i> by B.G. Hennessy (picture book); 2 copies of <i>You Read to Me, I'll Read to You: Very Short Fables to Read Together</i> by Mary Ann Hoberman</li> <li>Read aloud the picture book, stopping at key pages to talk about how the different characters were feeling, e.g. page where the boy wants a bit of excitement; attend to punctuation (question and exclamation marks)</li> <li>Introduce two-voices version of fable; explain that it's the same story only in play format much shorter, and in two voices—townspeople and the boy</li> <li>Put kids in partners: one to read the orange print (boy) and the other to read the green (townspeople)</li> </ul>	<p>Questions to ask that help kids match how they're reading a text with what it's about:</p> <ul style="list-style-type: none"> <li>What is this fable about? And what's the moral?</li> <li>How does it feel when you know someone has played a trick on you? How did the townspeople feel? (Evidence) How might their voices sound when they speak to the boy—when they think there really is a wolf? When they know there isn't one?</li> <li>How do you think the boy would feel and sound when he knows that no one is coming to help?</li> </ul>
Differentiating Instruction	Thinking Beyond This Standard
<p><i>Independent work:</i></p> <ul style="list-style-type: none"> <li>Let partners practice reading the choral reading version during independent reading</li> <li>Allow other students who want to try out the two-voice version a chance to do so</li> </ul> <p><i>Whole class:</i></p> <ul style="list-style-type: none"> <li>Partners present to whole class during the reading share and talk about how they're making their voice match what the story is about</li> <li>Introduce fractured version of <i>The Wolf Who Cried Boy</i>. Demonstrate expressive reading, point to words in bold, exclamation marks, enlarged text etc. This time also attend to speech tags, e.g. whispered, whimpered, signed, moaned</li> </ul>	<ul style="list-style-type: none"> <li>Point of view, townspeople and the boy (Reading Standard 6)</li> <li>Additional work attending to punctuation (Language Standard 1)</li> <li>Attend to tier two vocabulary, e.g. whimpered, peered, shrugged—implicitly and explicitly (Language Standard 4)</li> <li>Some kids may want to try writing a dramatic version of <i>The Wolf Who Cried Boy</i> in two voices—the Wolf's and Father Wolf</li> <li>Use punctuation and speech tags in writing to show expression and give meaning (Language Standard 1)</li> </ul>

The standards guide instruction, not dictate it. So as you plan lessons remember you aren't teaching the standards, but instead are teaching students how to read, write, talk, and think through well-crafted lessons that draw from the pedagogy embedded within them. Engaging lessons often have several ELA standards within them, and integrate reading, writing, speaking and listening, and language.

Think through how you'll use the lesson to engage all of your learners.

List skills, texts, and ideas for foregrounding or reinforcing other ELA standards.

# Example of a Filled-in Worksheet: Second Grade

## Planning Page

Standard: Reading Standard 2

**Purpose of Lesson/s:** Over the course of two or three days, read aloud (and reread) *Children Make Terrible Pets* to the whole class, and get kids thinking about whether or not it was okay for Lucy to keep Squeaker (the boy) as a pet. Eventually, help kids extend and apply the author's message to their own lives by posing a question about whether or not it's okay to keep wild animals in cages and in marine park water tanks.

Planning the Lesson/s	Questions to Ask
<p>Whole class read-aloud:</p> <ul style="list-style-type: none"> <li>• <i>Children Make Terrible Pets</i> by Peter Brown (Author's message—it's not OK to think that we can own another living thing; to keep wild animals as pets.)</li> <li>• Meeting area where kids can gather and discuss the read-aloud</li> <li>• Easel chart paper, markers to record ideas/questions, etc.</li> <li>• Story map graphic organizer to help students plot out the story events and think through the main idea</li> </ul>	<p>Questions to ask that help students get to the author's message:</p> <ul style="list-style-type: none"> <li>• What is the author trying to teach us? What lesson can we take away to apply to our own lives?</li> <li>• Was it okay for Lucy to own Squeaker (the boy), to keep him as a pet? Why?</li> <li>• How did Lucy feel, what might she be thinking, when she saw Squeaker with his family? What in the text or pictures made you say this?</li> <li>• The whole family, all but the dog, who says "Woof," were making squeaking sounds while picnicking in the woods. What is the author trying to tell us?</li> </ul>
Differentiating Instruction	Thinking Beyond This Standard
<p>Small groups: Break students into groups of three or four to continue discussing what Lucy may have been feeling/thinking when she found Squeaker with his family? Make sure students reference the text. Or have them discuss when Lucy found Squeaker with his family and said, "Something had changed. Squeaker didn't seem like a pet anymore. Lucy knew what she had to do."</p> <p>Independent work: Have students write about the message they can take away from this book to apply to their own lives.</p>	<ul style="list-style-type: none"> <li>• Can work with point of view, Lucy's and Squeaker's (Reading Standard 6)</li> <li>• Initiate some informational text reading about dolphins (Reading Standard 10)</li> <li>• Kids can write about dolphins independently, or I might introduce an expository writing unit on dolphins (Writing Standards 2 and 4—Informational Text)</li> <li>• Fabulous opportunity to expose kids to dialogue; characters speak in color-coded talking bubbles; a way to help them see how words like "said" and "says," and quotation marks are used for some purpose (not in standards document but an opportunity not to be missed)</li> <li>• Attend to tier two vocabulary, e.g., scurry, inseparable, implicitly and explicitly (Language Standard 4)</li> </ul>

The standards guide instruction, not dictate it. So as you plan lessons remember you aren't teaching the standards, but instead are teaching students how to read, write, talk, and think through well-crafted lessons that draw from the pedagogy embedded within them. Engaging lessons often have several ELA standards within them, and integrate reading, writing, speaking and listening, and language.