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Please enjoy this complimentary excerpt from *The Common Core Companion: The Standards Decoded, Grades 3-5*. This excerpt outlines and carefully explains the 3-5 reading standards and provides guidance for your instruction.

**LEARN MORE** about this title, including Features, Table of Contents and Reviews.

The 3–5 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 grades 3–5 work toward the same goals as a high school senior: it's a universal, K–12 vision. The CCR anchor standards and the grade-specific standards correspond to one another by numbers 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.

## 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.

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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 K–12

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The College and Career Readiness (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 they learn and can perform these skills should increase in complexity as students move from one grade to the next. However, for grades 3–5, we have to recognize that the standards were back mapped from the secondary grades—the authors envisioned what college students needed and then wrote standards, working their way down the grades. Thus, as you use this book remember that children in grades 3–5 can’t just “jump over” developmental milestones in an ambitious attempt toward 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 goal posts to work toward. As you read the “gist” of the standards on the following pages, remember they represent what our 3–5 students will *grow into* during each year and deepen later in middle school and high school.

### Key Ideas and Details

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This first strand of reading standards emphasizes students’ ability to identify key ideas and themes in a text, whether literary, informational, primary, or foundational; whether print, graphic, quantitative, or mixed media. 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 (implicit) meaning of

any text if they cannot first grasp the surface (explicit) 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

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The second set of standards builds on the first, focusing not on *what* the text says but *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 terms of words, 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 items interact with and influence the ideas and details outlined in the first three standards.

### Integration of Knowledge and Ideas

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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 choice of means and medium the author chooses and the effect 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 in terms of stylistic and rhetorical purposes.

### Range of Reading and Level of Text Complexity

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The Common Core State Standards document itself offers the most useful explanation of what this last standard means in a footnote titled “Note of 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 Burke, J. (2013). *The Common Core Companion: The Standards Decoded, Grades 6–8: What They Say, What They Mean, How to Teach Them*. Thousand Oaks, CA: Corwin.

**Reading 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**

**3** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**4** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**5** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**Informational Text**

**3** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**4** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**5** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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## Grades 3–5 Common Core Reading Standard 1

### What the Student Does

#### Literature

**3 Gist:** Students say what happens in the story or what the poem is about based on evidence from the text. They ask and answer questions of the text to build literal understanding before, during, and after reading.

They consider:

- What happens in the story, play, or poem?
- What is the setting?
- Which words, pictures, and sentences help me know this?
- How can I find the answer to words and sentences that confuse me?
- Which details from the text can I point to in supporting my ideas?

**4 Gist:** Students explain—either verbally or in written form—the events of the story or what the poem says based on details and examples from the text. They provide specific examples from the text when making inferences.

They consider:

- What happens in this story, play, or poem?
- What is the setting? (time and place)
- What is the author's central message?
- As I read, which details help me understand what is happening to these characters?
- What inferences can I make and what specific details from the text led me to make each one?

**5 Gist:** Students explain—either verbally or in written form—the events of the story or what the poem says using specific, accurate quotes directly from the text. Provide quotes from the text to support inferences.

They consider:

- What happens in this story, play, or poem?
- Which specific details are most important?
- What is the setting? (time and place)
- What are the main events in the story or poem?
- What direct, explicit quotes from the text support my understanding of the author's meaning?
- What direct quotes from the text support my inferences from the text?

#### Informational Text

**3 Gist:** Students say what happens in the text or what it's about based on evidence from the text. Ask and answer questions of the text to build literal understanding before, during, and after.

They consider:

- What happens or is said in this text?
- Which specific details help me understand the main topic?
- How can I look at words, pictures, and headings to help me understand?
- Can I read more slowly, reread, or skim the text to find specific details that support my ideas about the text?

**4 Gist:** Students explain—either verbally or in written form—what the text is about, providing specific details and examples from the text. Provide specific examples from the text when making inferences.

They consider:

- What is the purpose for reading?
- What is the topic/subject—and what does the text say about that?
- Which specific details are most important?
- What is the setting? (time and place)
- What evidence or examples support what I understand about the text?
- What inferences can I make and what specific details from the text led me to make each one?

**5 Gist:** Students explain—either verbally or in written form—what the text is about, using specific, accurate quotes directly from the text. Provide quotes from the text to support inferences.

They consider:

- What is the purpose for reading?
- What is the topic/subject—and what does the text say about that?
- Which specific details are most important?
- What is the setting (time and place)?
- What textual evidence supports my account of what the text says?
- What evidence—a detail, quotations, or example—can I cite to support my inference or explanation of the literal meaning of the text?

### What the **Teacher** Does

#### To teach students how to “read closely”:

- Think aloud your close reading process as you share fiction and informational short texts and picture books. When reading shared novels as a class, plan ahead a chapter opening or passage you want to model with. Track thinking with sticky notes placed directly on the text, big chart paper and/or highlighting, displaying text on a screen.
- Pose questions about the text’s words, actions, and details that require students to look closely. Don’t do the answering for them!
- Display a text via tablet or computer and ask students to select specific words, sentences, or paragraphs they think are essential; ask students to explain how it contributes to the meaning of the larger text.
- Draw students’ attention to text features and structures, and think aloud how you combine information in these elements to understand the page/section/text as a whole.
- Provide short pieces of text for students to practice “reading closely” for specific purposes.
- Have students respond to their reading and their thinking about texts. This could be accomplished in response journals or other reading notebooks.

#### To teach students how to ask and answer questions to demonstrate understanding:

- Using picture books, ask a question and think aloud how it helped you understand. For example, when a fiction reader muses, “*I wonder why she acted that way towards him?*” it puts the reader on high alert, looking for the answer in the text. Readers of nonfiction also pose questions when their comprehension falters or as a way to cement understandings, sentence by sentence. For example, “*What does hibernation mean? I sort of think it has something to do with winter, but I’ll read on to see if the author explains it.*”
- Use chart paper to record students’ questions about a shared text as you read. Then, after reading, go back and answer these questions. Encourage students to pose analytical (how, why) questions along with literal (who, what, where, when) questions. Code if questions were answered literally (L), inferentially (I), or not answered at all (NA).
- Over time, help students grasp that readers pose questions before reading (What’s my purpose for reading this?), during reading (What’s with all the descriptions

of sunlight in each chapter?), and after reading (What did the main character finally learn?).

- Have students practice posing questions on their own (independently). Students can annotate on the text where they have questions. Have students share them with a partner or the class.

#### To develop students’ ability to determine “what the text says explicitly, “refer to details and examples in a text,” and “quote accurately from a text”:

- In a series of lessons and using various texts, write *text-dependent* questions on sticky notes or annotate in the margins. Model how to find the answers to the questions posed. Annotate in the margins the exact words where questions are answered.
- Provide students with a copy of a sample text and circulate, coaching as they highlight *specific* details and annotate their thinking. Remind them to “say what it says” — not what they think it means.
- Photocopy and distribute short pieces of text and highlighter markers, and instruct students to highlight sections of the text to show where questions you pose are answered explicitly (or literally). Compare findings as a class.
- Using whiteboards, have students highlight quotes from a text to use as evidence when explaining what the text is about.
- Provide graphic organizers for students to write their questions and then record details, examples, and quotes.

#### To teach students how to “draw inferences from the text”:

- Choose texts to read aloud and plan where you will model inferring. Think aloud how you make inferences, and tie these inferences back to specific words and phrases in the text.
- Have students use two different colored highlighters to code where information in the text is answered literally or explicitly and another color to show where it’s answered inferentially. Annotate how the text led to inferences.

#### To help your English language learners, try this:

- Confer with students and have them read aloud a portion of the text. Then stop and have them tell you what questions they have about what they’ve read.



For graphic organizer templates, see online resources at [www.corwin.com/thecommoncorecompanion](http://www.corwin.com/thecommoncorecompanion).

## Preparing to Teach: Reading Standard 1

### Preparing the Classroom

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### Preparing the Mindset

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### Preparing the Texts to Use

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### Preparing to Differentiate

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### Connections to Other Standards:

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Academic Vocabulary: Key Words and Phrases

**Cite specific textual evidence:** Students should be able to quote a specific passage from the text to support all claims, assertions, or arguments about what a text means or says. Evidence comes from within the text itself, not from the reader’s opinion or experience.

**Demonstrate understanding of a text:** Readers take a group of details (different findings, series of events, related examples) and draw from them an insight or understanding about their meaning or importance within the passage of the text as a whole.

**Drawing inferences:** To understand the text by generalizing, deducing, and concluding from reasoning and evidence that is not presented literally or explicitly. These conclusions are based on textual clues.

**Explicitly:** Clearly stated in great or precise detail; may pertain to factual information or literal meaning, though this is not necessarily always the case.

**Informational text:** These include nonfiction texts from a range of sources and written for a variety of purposes; everything from essays to advertisements, historical documents to op-ed pieces. Informational texts include written arguments as well as infographics.

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

**Literature:** Fiction, poetry, drama, graphic stories, but also artworks by distinguished painters, sculptors, or 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*.

**Quote accurately:** “Lifting lines” directly from the text or copying specific sections of the text to demonstrate understanding. All claims, assertions, or arguments about what a text means or says require specific examples from the text.

**Read closely (aka close reading):** Reading that emphasizes not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text; also demands scrutiny of craft, including arguments and style used by the author.

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

**Textual evidence:** Not all evidence is created equal; students need to choose those pieces of evidence (words, phrases, passages illustrations) that provide the best proof of what they are asserting about the text.

Notes

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## Planning to Teach: Reading Standard 1

### Whole Class

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### Small Group

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### Individual Practice/Conferring

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