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.

Shaded bands highlight the overarching strands.

The gist of each standard is succinctly summarized. This column shows where to find instructional guidance for each standard.

### Alaska, Grade 3

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<tr>
<th>Alaska Standard</th>
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<td>Read and comprehend appropriately complex informational texts independently and proficiently</td>
<td>R10 pp. 60–65</td>
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<td>RI.2</td>
<td>Use text features and search tools to locate information on a topic efficiently</td>
<td>R5 pp. 30–35</td>
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<td>Determine the main idea of a text; recount the key details and explain how they support the main idea</td>
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<td>RI.7</td>
<td>Use information from illustrations and the words in a text to demonstrate understanding of the text</td>
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<td>Describe the logical connection between particular sentences and paragraphs in a text</td>
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<td>RI.9</td>
<td>Compare and contrast the themes, settings, and plots of stories written by the same author about the same topic or series of events</td>
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<td>RI.10</td>
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### Reading Informational Text

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<td>RI.3</td>
<td>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical processes</td>
<td>R3 pp. 18–23</td>
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<td>RI.2</td>
<td>Determine the main idea of a text; recount the key details and explain how they support the main idea</td>
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<td>RI.1</td>
<td>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</td>
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### Reading Literature

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<tr>
<td>RL.10</td>
<td>Read literature of appropriate complexity independently with proficiency</td>
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<td>RL.9</td>
<td>Compare and contrast the themes, settings, and plots of stories written by the same author about the same topic or series of events</td>
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<td>RL.3</td>
<td>Describe characters in a story and explain how their actions contribute to the sequence of events</td>
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<td>RL.2</td>
<td>Write informational texts to examine a topic and convey ideas and information clearly</td>
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<td>RL.1</td>
<td>Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and or thorough analysis</td>
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<tr>
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<td>Write routinely over shorter and extended time frames</td>
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<td>W.9</td>
<td>WRAP: Write arguments to support claims with clear reasons and relevant details; recognize and address counterclaims; evaluate the basis for the answers</td>
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<td>W.8</td>
<td>Compare and contrast the themes, settings, and plots of stories written by the same author about the same topic or series of events</td>
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<td>W.7</td>
<td>Conduct short research projects that build knowledge about a topic</td>
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<td>W.6</td>
<td>Write complex opinions on topics and issues, providing well-chosen and relevant reasons and/or specific details and examples</td>
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<td>W.5</td>
<td>Develop and strengthen writing as needed by planning, revising, and editing</td>
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<td>Determine the meaning of general academic and domain-specific words and phrases in a text</td>
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<td>W.3</td>
<td>Write narrative writing to develop real or imagined experiences or events using effective technique</td>
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<td>W.2</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</td>
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### Language

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<td>Demonstrates command of the conventions of standard English grammar and usage when writing or speaking</td>
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<td>Conventions of standard English grammar and usage when writing or speaking</td>
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<td>L8 pp. 216–220</td>
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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

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 level. Here is a restatement of the College and Career Readiness (CCR) anchor standards for K–12. If you would like to see how students in grades 3–5 work toward the same goals at a high school level, it’s essential to read 6–12, too. The CCR anchor standards and the grade-specific standards correspond to one another by number: 1–15 to 3–5. They are necessarily complimentary: the former providing broad standards, the latter providing additional specificity. Together, they define the skills and understandings that all students need to succeed in college or career.

#### Key Ideas and Details

1. **Read closely to determine what the text says explicitly and make logical inferences from it.** Use text features to support conclusions drawn from texts.
2. **Determine the central ideas and supporting details** of a text, including the nature of major characters, major themes, and the conflicts that drive and complicate the plot.
3. **Analyze text structures such as sequences, comparisons, and cause and effect** in a text; analyze how specific sentence, paragraph, and chapter structures contribute to the interpretation of the text.

#### Craft and Structure

4. **Integrate and evaluate text features such as headings, subheadings, and topic sentences** to track the progression of an argument or explanation in a text.
5. **Analyze the structure of a text, including how specific sentences, paragraphs, and parts of the text contribute to the overall structure.**
6. **Analyze how the structure of a text influences the meaning of the text.**

#### Integration of Knowledge and Ideas

7. **Integrate and evaluate content presented in diverse media and formats, including visual, quantitative, and multimedia.**
8. **Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the sufficiency of the evidence.**
9. **Analyze text structures, such as sequences, comparisons, and cause and effect, to track the progression of an argument or explanation in a text.**
10. **Analyze how specific sentences, paragraphs, and parts of the text contribute to the overall structure.**

#### Range of Reading and Level of Text Complexity

11. **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 by engaging in a broad range of high-quality, thought-provoking, and challenging literary and informational texts. The language arts curriculum includes stories, dramas, poems, and novels from diverse cultures and different time periods, including those that reflect the essential cultural knowledge and traditions from around the world. The curriculum is designed to develop students’ abilities to read, think, write, speak, and collaborate in ways that are essential to college and career readiness. Students also acquire the habits of reading independently and closely, which are essential to their future success.

To become college and career ready, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading and exposure to the range of sources have said about it over time and across settings, students develop habits and routines that enable them to read and comprehend complex texts, and they use reading to extend their knowledge and serve as models for students’ writing. Such works offer profound insights into the human condition and serve as models for students’ writing and thinking.

To see how students in grades 3–5 work toward the same goals at a high school level, it is essential to read 6–12, too. The CCR anchor standards and the grade-specific standards correspond to one another by number: 1–15 to 3–5. They are necessarily complimentary: the former providing broad standards, the latter providing additional specificity. Together, they define the skills and understandings that all students need to succeed in college or career.

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

The College and Career Readiness Standard below is the anchor standard used for K–12. The guiding principle here is that the core reading skills students need to succeed in college or career, the test at which they learn and can perform these skills required to navigate the information students must use are grade-level texts. However, for grades 3–5, we have to recognize that the standards seem to be 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 assess text complexity, remember that children in grades 3–5 can’t just “jump over” developmental milestones in an analogous manner to an anchor standard. There are certain life and career skills that we, as educators, continue to nurture as students progress in their education, and a restatement of the official anchor standards as they appear in the actual Common Core State Standards document gives you a fuller sense of the big picture and big objectives as you consider how it relates to your state’s standards.

#### Key Ideas and Details

1. **Read closely to determine what the text says explicitly and make logical inferences from it.** Use text features to support conclusions drawn from texts.
2. **Determine the central ideas and supporting details** of a text, including the nature of major characters, major themes, and the conflicts that drive and complicate the plot.
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#### Integration of Knowledge and Ideas

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#### Range of Reading and Level of Text Complexity

14. **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 by engaging in a broad range of high-quality, thought-provoking, and challenging literary and informational texts. The language arts 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.

To become college and career ready, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading and exposure to the range of sources have said about it over time and across settings, students develop habits and routines that enable them to read and comprehend complex texts, and they use reading to extend their knowledge and serve as models for students’ writing. Such works offer profound insights into the human condition and serve as models for students’ writing and thinking.

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.
Featured on a separate page are specific teaching techniques for realizing each standard. Applicable to all subjects across grades 3–5, these strategies focus on what works in the classroom.

To teach students how to “read closely”:

- Think aloud your own thinking process as you share literature and informational text aloud and model. When reading aloud in class, plan aloud a chapter opening or passage you want students to read with. Track thinking with stickies or place directly on the text big chart paper and highlighting, displaying post-assessment?
- Pose questions about the text’s words, actions, and details that require students to think closely. Don’t do the answering for them.
- Display a text’s marginal comments and ask students to select specific words, phrases, or sentences they think are important and add your own inferences.
- Indicate in the margins of the larger text.
- Draw student attention to text features and structures, and think aloud how you combine information in those elements to understand the page/section/text as a whole.

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

- Using picture books, ask a question and think aloud how you combine information in those elements to understand the page/section/text as a whole.
- Have students respond to their reading and their thinking and think aloud how they combine information in those elements to understand the page/section/text as a whole.

Connections to Other Standards:

- For graphic organizer templates, see online resources at resources.corwin.com/literacycompanion3-5.
A dedicated academic vocabulary section offers a quick-reference glossary of key words and phrases for each standard.

Common Core Reading Standard 1

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 the 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, views of events, related examples) and draw from these 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 directly or explicitly. These conclusions are based on logical thinking.

Explicitly: Clearly stated in great or precise detail; may pertain to factual information or literal meaning, though it must mean about the text.

Informational text: These include nonfiction texts written for a variety of purposes, everything from debates to advertisements. Technical documents are spécial pieces of information. Informational texts include nonfiction texts such as biographies.

Key details: Parts of a text that support the main idea, and enable the reader to make inferences and take what the text is saying to heart.

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

Logical inferences (drawn from the text): To infer, readers imply a point learned from the text that is what the author means but is not explicitly stated. Inferences are called "logical" if they are based on evidence from the text.

Quote accurately: "Lifting lines" directly from the text or copying specific sentences of the text to demonstrate understanding. All claims, assertions, or arguments about what the text means or supports specific examples from the text.

Read closely (also close reading): Reading that emphasizes not only surface details but also deeper meanings, making connections between words, sentences, and the full text, also demands accuracy of self, including arguments and the role of the author.

Text: In its broadest meaning, a text is whatever one is trying to read: a poem, essay, drama, story, or article in a newspaper or a magazine. Texts also include nonfiction images and multimedia such as music.

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

Notes

Planning to Teach

Standard: ____________________________

Whole Class

Small Group

Individual Practice/Conferring

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

In this worksheet, you think about how to address the standard in a variety of instructional formats. Record initial plans for whole class lessons, think-alouds, read-alouds, small-group practice, and projects that get students doing the work of learning, and independent practice/conferring.
Preparing to Teach

Preparing the Classroom

- Space for a meeting area
- Reading response journals
- Clipboards or lapboards if necessary
- Easel and chart paper
- Markers, colored highlighters, sticky notes
- Graphic organizers
- Interactive whiteboard
- Document camera

Preparing the Texts to Use

- Books: Read either R. J. Palacio’s *Wonder* or Because of Mr. Terupt by Rob Buyea as a read-aloud or anchor text; use several Capstone-Picture Window Books, including Believe Me, Goldilocks Rocks! The Story of a Beauty and the Beast as told by Nancy Loewen, Frost, Three Little Pigs, and Dear Mr. Larue; also great for **POV**
- Multiple copies of books for small group—fairy tale books, also have the original fairy tales

Preparing the Mindset

- Get students’ candid response to the books we’ve read aloud thus far—did they like them or not? Have them share reasons why, using this activity to demonstrate how their point of view influences how they describe them. Bring in published book reviews. Be sure to engage boys and girls who love sports—POV on the latest sports game (college, professional, or school)

Preparing to Differentiate

- Multiple copies of books for small groups—fairy tale books, also have the original fairy tales
- Graphic organizers—two columns for different points of view
- Other resources: Editorials from papers around the country; book reviews; online resources such as Amazon, Goodreads

Connections to Other Standards:

- Reading Standards 1 and 2: Key Ideas and Details
- Reading Standard 4: Analyze how two texts address the same topic or theme
- Reading Standard 10: Read, read, read!
- Writing Standard 1: Write opinion pieces supporting a point of view
- Speaking and Listening 1: Conversations and collaborations

Example of a Filled-in Worksheet: Fifth Grade

Think through room arrangement ideas (e.g., Will the students be working in groups?) and the tools and materials you will need.

Here, note ways to intellectually and emotionally engage your students for the standard.

This is a place to think about books (or book bundles), other texts, and a range of levels.

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

Here, consider texts that are accessible, different supplies, differentiation.
Preparing to Teach

**Standard:** Reading Standard 3

**Preparing the Classroom**
- Whole-class meeting area
- Writers’ notebooks or journals, writing folders
- Whiteboards or lapboards, if necessary
- Eraser, chart paper
- Sticky notes, colored highlighters
- Drawing paper so that students can sketch setting
- Writing paper, staplers, paperclips, etc.
- Graphic organizers
- Interactive whiteboard and document camera
- Rubrics or checklists
- Expectations
- Computers, printer

**Preparing the Texts to Use**
- Photocopy the short student/mentor texts in Bernabei and Reimer’s Fun-Size Academic Writing for Serious Learning
- Invite students to bring in mentor texts to share, too
- Narrative picture books—Patricia Polacco, Cynthia Rylant
- Night Driving or Today I’m Going Fishing, Julie Brincke
- Online Resources—Online books—both animated and texts; graphic organizers, story organizers

**Preparing the Mindset**
- Prior to starting this unit, read numerous narratives. As a class, chart the main problems, characters, and events
- Discuss how personal narratives are different from fictional stories
- Tell stories of your own life and why they’re important to you
- Have students begin a list of true stories about their lives
- Provide numerous opportunities for students to share their stories with others before they begin to write them

**Preparing to Differentiate**
- Short pieces of narrative text at appropriate reading level
- Apps to use on the iPad or computers
- Short videos or animated books that can be stopped and discussed
- Graphic organizers, especially story boards
- Opportunities to “talk out” their stories first

**Connections to Other Standards:**
- Writing Standard 4: Production and Distribution of Writing
- Writing Standard 5: Writing Process
- Writing Standard 1: Write Routinely
- Reading Standards 1-3: Key Ideas and Details
- Speaking and Listening Standard 1
- Language Standards 1-3
Planning to Teach

Standard: Reading Standard 6

Whole Class

Wonder or Because of Mr. Terupt: Read aloud a chapter, record what students notice on chart paper—character's traits and how POV influences the narration. Discuss author's POV and narrator's or characters' POV.

Read aloud two versions of the same fairy tale. Students do two-column chart on how the different narrators explained events.

Possible focus questions:
- Who is telling the story? Why do you think this character was chosen by the author?
- How does this narrator explain events? Why? What's his/her angle?
- If another character told the story, how would she describe the events?

Small Group

Groups fill out two-column charts as they read fairy tale books—plan on about 5 groups.

Advanced students read a short story at an upper level instead for additional challenge (any of the Guys Read books by John Scieszka, as well as short stories by Avi).

Individual Practice/Conferring

Using copied sports columns from different papers (the Denver Post for the Broncos and the Kansas City paper for the Chiefs) have students choose an important event from each and write these on different colored sticky notes. Then place these on a class Venn diagram to see how the articles and the columnists see things the same and some differently. Confer with students as they work.

Hold individual conferences with Stephen, Miranda, and Xavier during independent reading time and have students explain the POV and what they notice about it.

Have students respond to reading. Question: What do all effective points of view have in common? Name three attributes and explain why you think so. Write back to them or meet with them one-on-one to discuss their thinking.

What lessons will you do as a whole class?

How will you deliver individual instruction? How will you record conferences? Check in with students?

This section is for you to plan what types of grouping you will use. Needs-based groups? Remediation? Extensions? Guided reading groups? Book clubs or literature circles?
Planning to Teach

**Standard:** Reading Standard 6

**Whole Class**
- Read and discuss numerous narratives
- Chart characters, plot, events, setting
- Share personal stories
- Model how to create a story map—using a shared text
- With each stage of the writing process work as a whole class (mini-lessons)
  - Topic
  - Characters
  - Setting
  - Sequencing events
  - The “problem”
  - Dialogue
  - Adding description—especially to the character
  - Using words to signify order of events (temporal words)
  - Endings

**Small Group**
- Have students create a story map of a shared text
- Have students share their own story maps with groups
- Pull together needs groups for each stage of the writing process—rehearsing, drafting, revising, editing. These groups could be for students who need more explicit instruction or for a group of students working at the advanced level who would benefit from sharing with others
- Have peer conferences

**Individual Practice/Conferring**
- Confer with students throughout the writing process. Use conferences to identify students with similar needs to pull together as a group. In each conference, be sure to teach the writer one thing he needs. Remember to keep track of conferences—both student strengths and what was taught.
- As a unit of study, students write a personal narrative with the focus being Why is it important? Why do I want to tell it? Why do I want to tell it?