The Common Core Standards

The Common Core Standards for Language and Literacy and The Continuum of Literacy Learning, Grades PreK–8: A Guide to Teaching

“Like the Common Core Standards, the Continuum addresses the specific goals of helping students actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews.”

Drs. Irene C. Fountas & Gay Su Pinnell

Heinemann
Dedicated to Teachers

www.heinemann.com
Phone: 800.225.5800

©2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.
“Like the Common Core Standards, the Continuum requirements go far beyond mechanical skills and stress ways to develop thinking.”

There is a strong relationship between the new Common Core Standards for Language and Literacy and Fountas and Pinnell’s *The Continuum of Literacy Learning*. The goal of both documents is to ensure that all students are college- and career-ready literate no later than the end of high school. The curriculum goals specifically detailed in the Continuum reach for this high level of skill by the end of eighth grade.

The two documents are similar in their goals but have different purposes:

**The Common Core Standards** set requirements for English language arts as well as for literacy in history/social studies, science, and technical subjects. They lay out a broad vision of what it means to be a literate person and so represent the overall goals of every language arts curriculum.

**The Continuum of Literacy Learning, PreK–8** (Pinnell and Fountas, Heinemann 2008, 2011) also addresses broad goals but presents finely detailed and specific statements of behaviors and understandings that literate students should demonstrate (and that the teacher should teach) at each grade level and at each level of a gradient of text difficulty (A to Z). It is an “in the hand” teaching tool.

**The Continuum of Literacy Learning** consists of seven different learning continua: (1) Interactive Read-Aloud and Literature Discussion; (2) Shared and Performance Reading; (3) Writing About Reading; (4) Writing; (5) Oral, Visual, and Technological Communication; (6) Phonics, Spelling, and Word Study; and (7) Guided Reading (small-group reading instruction). The first six continua are organized by grade level—PreKindergarten through Grade 8. The seventh, Guided Reading, is organized by levels A–Z to assist in the teaching of reading. Like the Common Core Standards, the Continuum addresses the specific goals of helping students “actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens world views.” Also, like the Common Core Standards, the Continuum requirements go far beyond mechanical skills and stress ways to develop thinking.
THE ALIGNMENT BETWEEN THE COMMON CORE STANDARDS AND THE CONTINUUM OF LITERACY LEARNING, PREK–8

The Common Core Standards are organized in seven standards:

- Standard One—Reading: Literature
- Standard Two—Reading: Informational Text
- Standard Three—Foundational Skills
- Standard Four—Writing
- Standard Five—Speaking and Listening
- Standard Six—Language
- Standard Seven—Range, Quality, and Complexity: Texts Illustrating the Complexity, Quality, and Range of Student Reading

Standard One—Reading: Literature

The Common Core Standards offer requirements for each year, Kindergarten through Grade 5. In general the standards require that students read increasingly complex texts as they progress through the grades. “Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.” The standards go beyond mechanical skills of reading literature to focus on the reader’s ability to:

- Remember and report key ideas and details from texts, including understanding characters.
- Recognize and use the craft and structure of a text (literary language, story structure, perspective, etc.).
- Integrate knowledge and ideas and act on them, to include demonstrating one’s thinking by writing in response to texts.
- Process appropriate grade-level material (in a range of genres) with understanding, accuracy, and fluency.

The last point in particular emphasizes that students should receive scaffolding as needed at the high end of the range of texts they control.

For grades PreK–8, the Continuum addresses these same goals through very specific descriptions of behaviors and understandings for thinking within, beyond, and about works of literature. The chart below briefly defines the way goals are categorized.

### THE CONTINUUM OF LITERACY LEARNING, PREK–8

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Solve Words</strong></td>
<td><strong>Predict</strong></td>
<td><strong>Analyze</strong></td>
</tr>
<tr>
<td>Use a range of strategies to read and understand words.</td>
<td>Think about what may happen next.</td>
<td>Notice aspects of the writer’s craft and text structure.</td>
</tr>
<tr>
<td><strong>Monitor and Correct</strong></td>
<td><strong>Make Connections (Personal/World/Text)</strong></td>
<td><strong>Critique</strong></td>
</tr>
<tr>
<td>Check on accuracy and understanding and work to self-correct errors.</td>
<td>Connect the text to personal and world knowledge as well as to other texts.</td>
<td>Think critically about the text.</td>
</tr>
<tr>
<td><strong>Search For and Use Information</strong></td>
<td><strong>Synthesize</strong></td>
<td><strong>Infer</strong></td>
</tr>
<tr>
<td>Notice and use information sources.</td>
<td>Adjust present understandings to accommodate new knowledge.</td>
<td>Think about what the writer means but has not stated.</td>
</tr>
<tr>
<td><strong>Summarize</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remember important information and carry it forward.</td>
<td><strong>Infer</strong></td>
<td><strong>Infer</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Think about what the writer means but has not stated.</td>
</tr>
<tr>
<td><strong>Maintain Fluency</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read at a good rate, using phrasing, pause intonation, and appropriate stress.</td>
<td><strong>Infer</strong></td>
<td><strong>Infer</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Think about what the writer means but has not stated.</td>
</tr>
</tbody>
</table>
INTRODUCTION

Within each of the continua related to reading, genres and text characteristics are described in detail. The expectations are listed under the three categories in the chart. Four continua address reading.

The Interactive Read–Aloud and Literature Discussion Continuum provides curriculum goals for student engagement with age-appropriate texts that offer opportunities to extend their knowledge of Content, their vocabulary, and their ability to think deeply about the ideas in texts. Teachers have specific goals for working with fiction texts. Students learn to follow and remember multiple events in a story. They summarize texts, notice and remember details of the setting, and discuss the impact of the setting on characters and problems. They recognize aspects of fiction texts such as perspective. They develop new concepts and ideas from reading. They actively work to identify and understand new vocabulary used in texts. Through discussion with others of books they have heard read aloud or read independently, they extend their understandings.

The Shared and Performance Reading Continuum provides curriculum goals for reading with fluency and expression, using a full range of punctuation, noticing important details and language to include in performance, and conveying meaning through the Voice.

The Guided Reading Continuum, organized by levels A–Z, sets requirements for reading a range of grade-level texts. Through small-group instruction, teachers begin where students are and provide specific instruction to support the expansion of reading abilities. Students learn to apply a full range of phonics skills to take words apart while reading for meaning. They learn to read with accuracy, fluency, and understanding, meeting the demands of texts at each level and reading more difficult texts over time with instructional scaffolding. They learn to make predictions and inferences, learn about characters and how they change, and follow events of the plot in fictional texts. They learn to recognize and interpret a full range of writers’ techniques such as figurative language, leads, and description.

Expected reading levels for each quarter of each grade level are specified so teachers can identify students who need temporary or intensive intervention to move them to the appropriate level.

The Writing About Reading Continuum includes information that will help teachers set expectations and teach students how to show their reading comprehension through writing. Students learn to summarize texts, identify the story structure, and share their critical thinking.

Standard Two—Reading: Informational Text

The Common Core Standards provide requirements for reading informational texts at each grade level, Kindergarten through Grade 5. Students are expected to:

Notice and explain the key ideas and details in historical, scientific, or technical nonfiction texts, including the main ideas and relationships between individuals, events, and concepts.

Notice and use the craft and structure of informational texts, including determining the meaning of academic and domain-specific words relevant to grade-level topics; comparing and contrasting the overall structure (e.g., cause/effect or problem/solution); and analyzing a number of texts focusing on same topic.

Integrate knowledge and ideas by drawing on many print or digital sources to answer questions or solve problems; identify and explain how authors use evidence to support points; and integrate information from several texts on the same topic.

Independently and proficiently process and understand the range of reading and level of text complexity for the grade.

The Continuum addresses these same goals for grades PreK–8 by providing very specific descriptions of behaviors and understandings for thinking within, beyond, and about informational texts. The goals specific to each grade level are presented in the same categories described for thinking within, beyond, and about works of literature.

Within each of the continua related to reading, genres and text characteristics are described in detail. Then, expectations are listed under the three categories in the chart. Four continua address reading.

The Interactive Read–Aloud and Literature Discussion Continuum provides curriculum goals for student engagement with age-appropriate texts that offer opportunities to extend their knowledge of Content, vocabulary, and ability to think deeply about the ideas in texts. Teachers have specific goals for working with informational texts. Students learn to search for and use important information and to summarize a text. They draw inferences from a text and use them to explain the relationships between events and ideas. At every grade level they are taught to identify specific evidence from the text to support the information they have acquired.

The Shared and Performance Reading Continuum provides curriculum goals for reading with fluency and expression, using a full range of punctuation, noticing important details and language to include in performance, and converting meaning through the Voice. Students may develop readers theater scripts that reflect times in history or describe important events. They also use information from nonfiction texts to judge the accuracy of fiction texts.

The Guided Reading Continuum, organized by levels A–Z, sets requirements for reading a range of grade-level texts. Through small-group instruction, teachers begin where students are and engage them in specific instruction to support the expansion of their reading abilities. Students learn to apply a full range of phonics skills to take words apart while reading for meaning. They learn to read with accuracy, fluency and understanding, meeting the demands of texts at each level and reading more difficult texts over time with instructional scaffolding. In their introductions to texts, teachers point out the features of informational texts (e.g., headings, legends) and teach students to use tools such as glossaries and indexes so that they can find information quickly. Teachers make specific teaching points: use informational texts to answer questions; make connections among ideas; think critically about several texts on the same topic; and identify and synthesize new information and ideas. At every grade students learn to identify evidence in the text to support their ideas.

The Writing About Reading Continuum includes information that will help teachers set expectations and teach students how to show their reading comprehension through writing. Students learn to take notes to help them remember and reorganize information. They use a number of texts on the same topic to create a piece of writing that conveys their knowledge of a subject, and they identify evidence from the text to support their ideas.

Standard Three—Foundational Skills

The Common Core Standards require skills in (1) phonics/word analysis and (2) reading fluency.

Students should know and be able to use a range of phonics and word analysis skills appropriate to the grade level. For upper elementary grades, this would include the ability to read accurately unfamiliar multisyllabic words both in and out of context by using a combined knowledge of all letter-sound correspondences; syllable patterns, and morphology (roots and affixes) of words.

Students should be able to read grade-level texts with accuracy, fluency, purpose, and understanding and be able to read prose and poetry aloud at an appropriate rate and with expression. They should be able to use context to confirm or self-correct word recognition and understanding, rereading as needed.
The Continuum of Literacy Learning provides curricular goals for the acquisition and use of a wide range of phonics and word analysis skills; it also supports students in reading with fluency, accuracy, purpose, and understanding. Five continua speak directly to these curriculum goals.

**The Phonics/Word Study Continuum.** This continuum exists in two forms: (1) a grade-by-grade description of strategic actions categorized in nine important areas of learning and (2) a highly-detailed, continuous continuum that shows the development of strategic actions continuously, moving to higher levels of complexity, across grades PreK–8. Both forms provide specific statements of principles that students need to control for specific periods across each grade level—early, middle, and late. The nine areas of learning are shown in the following chart.

<table>
<thead>
<tr>
<th>Phonics and Word Study: Nine Areas of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the first three areas, specific curriculum goals are listed for PreK, K, Grade 1, and Grade 2. For each of the last six areas, specific curriculum goals are listed for each grade level.</td>
</tr>
</tbody>
</table>

**Early Literacy Concepts**  
Teachers use the continuum as a guide to provide explicit instruction in foundational early literacy behaviors such as left-to-right directionality, voice-to-print matching (saying one word for each word on the page), attending to punctuation and its function, and noticing visual signposts in print.

**Phonological Awareness**  
The continuum includes specific statements describing students’ ability to hear sounds in words and to identify and manipulate the full range of phonemes quickly and automatically.

**Letter Knowledge**  
The continuum includes specific statements describing students’ ability to identify letters quickly and automatically using their distinctive features.

**Letter-Sound Knowledge**  
The continuum includes specific statements of all letter-sound relationships, simple to complex, that students will need to learn and use across the grades as readers and writers.

**Spelling Patterns**  
The continuum includes specific statements of all phonogram patterns and other word patterns that students will need to learn and use across the grades to make their reading and writing more efficient.

**High-Frequency Words**  
The continuum includes specific goals for learning to read and write the 500 most frequently used words so that they can use them rapidly and easily.

**Word Meanings/Vocabulary**  
The continuum includes specific statements of behaviors and understandings related to the development of strategies for deriving the meaning of words from context and for expanding oral and written vocabularies.

**Word Structure**  
The continuum includes specific curriculum goals across the grades for all root and base words, prefixes, and affixes, so that students can solve words efficiently while reading and writing. At upper levels, the continuum includes specific curriculum goals for using Greek and Latin roots.

**Word Solving Actions**  
The continuum includes specific curriculum goals for applying all phonics and word-solving understandings in an active, problem-solving way while reading and writing texts. Students learn to connect words by their parts; make new words by changing the beginning, ending, or middle; and add letters to change the meaning and function of words.

---

INTRODUCTION

**Common Core Standards**

The Phonics and Word Study Continuum is linked to optional assessments that have specified expectations for four periods across the year in order to help teachers identify students who need intervention.

**The Guided Reading Continuum.** Across texts that increase in difficulty from levels A, B, and C (Kindergarten) to levels X, Y, and Z (Grade 8), the Guided Reading Continuum includes specific statements of behaviors and understandings related to using phonics and word-solving skills rapidly, easily, and automatically to read with accuracy and fluency. It also includes specific statements of goals for reading with understanding, which are described under “Reading: Literature” and “Reading: Informational Texts.”

**Phonics and Word Solving.** Students must not only know the letter-sound relationships, patterns, and word structures but also be able to use them rapidly, “on the run,” while reading continuous text. The Guided Reading Continuum provides specific statements of the strategic actions students need to solve words in texts they will encounter at a particular level. Also, for each level, specific principles are provided to guide the teacher in several minutes of “hands-on” word work during every guided reading lesson. Teachers use these specific goals to guide their teaching of whole-group minilessons that are systematically sequenced. Minilessons are followed by application activities for individuals and small groups.

**Fluency.** Fluency requires rapid, automatic decoding as well as attention to meaning and language syntax. At every level, the Guided Reading Continuum includes specific curriculum goals for fluent reading; e.g., recognizing and using punctuation, reading in phrases, pausing appropriately, using appropriate word stress and intonation to make reading expressive, and reading at a good rate. Teachers demonstrate and prompt for these five dimensions of fluent reading.

- Expected reading levels for each quarter of each grade level are specified so teachers can identify students who need temporary or intensive intervention to move them to the appropriate level.
- Criteria for meeting expectations require that students use word-solving skills in a fluent way that results in understanding.

**Shared/Performance Reading Continuum.** Shared/performance reading occurs anytime students read jointly from a single text. Younger children might read in unison or in “parts” during readers theater. Older students may use choral reading to perform any kind of text (usually poetry or dramatic texts but also historical or literary nonfiction). The emphasis is on using the Voice to convey meaning. The Shared/Performance Reading Continuum includes specific curriculum goals for phrasing, pauses, appropriate word stress, intonation, and rate.

**Standard Four—Writing**

The Common Core Standards specify requirements in four areas: (1) Text Types and Purposes; (2) Production and Distribution of Writing; (3) Research to Build and Present Knowledge; and (4) Range of Writing.

Students are expected to competently produce a range of text types and to write for many different purposes. These text types and purposes deepen across the grades, starting with simple narratives but moving toward a complex range. E.g., students are expected to write opinion pieces that are logically ordered with reasons supported by facts and ideas. They need to write informational texts that develop a topic and link ideas across categories of information using precise language and domain-specific vocabulary. Also, they need to write narratives that develop real or imagined experiences or events using narrative techniques such as dialogue and descriptions. In all of these text types, they should be able to logically organize ideas and provide concluding statements that follow from their presentation.

Students are expected to produce writing that is clear and coherent in which the development and Organization are appropriate to task, purpose, and audience (grade-specific expectations are defined). This standard emphasizes that students should receive guidance and support from peers and adults as they engage in the writing process—planning, revising, editing, rewriting, or trying new approaches. Also, with support, students are expected to use technology and publish writing, demonstrating keyboarding skills and interacting with others.
Students are expected to conduct research projects to gather knowledge and then to recall, summarize, or paraphrase information in finished work so that they can present knowledge in a logical and coherent way. Older students are expected to properly acknowledge sources.

As grade levels increase, students are expected to develop a range of writing that allows them to write for extended periods of time—in single settings or over extended time frames. The expectation is that their range of writing will extend to many different discipline-specific tasks, purposes, and audiences.

The Writing Continuum in The Continuum of Literacy Learning specifies genre or text-type expectations for each grade level, PreK–8. The range of genres grows and the expectations and complexity within genres increase. In addition, the Writing Continuum includes detailed statements about expectations in three areas—craft, conventions, and process. Teachers use these curriculum goals to plan whole-group minilessons, small-group lessons, and individual student conferences. Across the structure of a writing workshop, teachers provide specific instruction directed toward these goals. The structure of writing workshop includes (1) a minilesson on a specific principle; (2) individual writing with some small-group work and teacher conferences; and (3) sharing and a restatement of the minilesson principle.

Craft. The Writing Continuum includes specific goals for learning the characteristics of genres and text types as well as what writers do to make their writing coherent and interesting. Students learn how to begin in an interesting way, organize information, use descriptive language, craft sentences, and make concluding statements. They learn to write narratives that communicate emotion and ideas and to use writers’ techniques like dialogue, description, and figurative language. They learn how nonfiction writers present material and back it up with research. They learn to use text structures such as compare and contrast, chronological sequence, problem-solution, and cause-effect. Often, teachers use mentor texts to give students specific examples of a writer’s craft.

Conventions. The Writing Continuum includes specific expectations for each grade level regarding conventions such as spelling, punctuation, paragraphing, text Organization, and general coherence. Teachers use the continuum to plan minilessons and individual student conferences. In early grades, conventions like spacing and handwriting are important. As writers grow, the continuum specifies keyboarding skills and the production of finished pieces of writing.

Process. The Writing Continuum includes specific expectations for each grade level regarding students’ ability to engage in the writing process. Teachers use the continuum to teach students to gather information or think of ideas; set a purpose for writing, get their ideas down in drafts, revise and rewrite, edit, and publish finished pieces using technology. All processes are demonstrated in whole- and small-group lessons so that students can see how this recursive process works. The expectation is that students will write every day and build a repertoire of strategic actions for producing a wide range of writing—including, at the higher levels, Literary Essays and research reports.

Standard Five—Speaking and Listening

The Common Core Standards address required abilities in Speaking and Listening in two areas: (1) comprehension and collaboration and (2) presentation of knowledge and ideas.

Students are expected to be able to engage in a range of collaborative discussions that demonstrate comprehension of topics and/or texts. The expectation is that they will come to discussions well prepared, having read and understood the material, and be able to express their ideas clearly. They are expected to follow the rules of dialogue, to pose and respond to questions, to make comments that contribute to and elaborate on the ideas of others, and to draw conclusions from group discussion. They are also expected to be able to summarize a written text read aloud, points made by a speaker, or information presented in diverse ways, including technology, and to explain how claims are supported by reasons and evidence.

Students are expected to be able to present knowledge and ideas about a topic and make arguments with logically sequenced ideas, appropriate facts, and relevant descriptive details to support the main ideas. Expectations increase across the grades with the ultimate expectation that students will include multimedia components and be able to adapt speech to a variety of contexts and tasks. The use of formal English appropriate to context is expected.

Two continua in The Continuum of Literacy Learning directly address these standards. Oral, Visual, and Technological Communication Continuum. For grades PreK–8, this continuum presents specific behaviors and understandings that student need to develop across the grades. These are categorized in three areas:

Speaking and Listening. Students are expected to listen and understand and to demonstrate this understanding through discussion, which may take place in interactive read-aloud sessions, shared writing, or Content discussions. They are expected to learn to interact socially using all of the conventions of conversation, and to participate effectively in extended text and Content-area discussions. E.g., as grade-levels increase, they would be expected to form clear questions and use vocabulary specific to the topic or discipline to report what is known, share knowledge, and express opinions.

Presentation. The continuum includes expectations for each grade level related to speaking with a clear Voice, at appropriate volume, and with the audience in mind. Students are expected to present their ideas in an organized way with appropriate word choice and interesting ideas. As they grow over time, they are expected to use conventional English.

Technology. The continuum includes expectations for students’ learning general ways of communicating through technology as well as using it as a tool for research and for presentation of knowledge.

The Interactive Read-Aloud and Literature Discussion Continuum. This continuum includes expectations for students’ participation in whole-class discussion of fiction and nonfiction text as well as “book clubs” or small-group discussions. Students are expected to read and prepare, follow the agreed-on rules of discussion (e.g., for getting a turn or building on the comments of others), present their own ideas clearly, summarize information, and self-evaluate their participation. The expectations increase from grade to grade.
The Writing Continuum. This continuum specifies expectations for the conventional use of English Grammar and for the growing use of tier 2 vocabulary (academic language) and tier 3 vocabulary (technical words specific to the Content area).

The Oral, Visual, and Technological Communication continuum directly specifies the growing use of conventional English to communicate with others and to present knowledge. Students are expected to write and speak in a way that demonstrates their acquisition of vocabulary specific to Content areas.

The Guided Reading Continuum includes specific goals for deriving the meaning of new vocabulary from the context of written language. Teachers use these statements to make teaching points during small-group reading lessons.

Standard Seven—Range, Quality, and Complexity: Texts Illustrating the Complexity, Quality, and Range of Student Reading

The Common Core Standards provide illustrative texts that represent a wide range of topics and genres for each grade level. “At a curricular or instructional level within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.”

The Continuum of Literacy Learning specifies characteristics of texts for each grade level, PreK–8, for reading aloud and for guided reading. These text characteristics are presented in ten categories, as shown in the chart below.

As noted in the chart above, the text characteristics described can be used in several different contexts, including interactive read-aloud and literature discussion, guided reading, and writing. They also help support teachers analyze texts to determine challenges and opportunities for learning.

The Continuum of Literacy Learning provides for the development of these seven standards in grades PreK–8. From grades 6 to 8, these competencies are still under development, but they become more closely integrated with the Content areas. Students are expected to use discipline-specific language and vocabulary and to engage in speaking, reading, and writing that demonstrate their growing acquisition of Content knowledge.

BROAD GOALS ALIGNED WITH FINELY DETAILED AND SPECIFIC STATEMENTS OF BEHAVIORS AND UNDERSTANDINGS

The Continuum of Literacy Learning, PreK–8 consists of seven different learning continua and provides a detailed and comprehensive list of behaviors and understandings to notice, teach and support at each grade level and A–Z text level. The following grids align specific statements of behaviors and understandings from The Continuum of Literacy Learning, PreK–8 with broad requirements from the Common Core Standards. We chose only a few examples to demonstrate the strong relationship between the Common Core Standards and the Continuum.

With prompting and support, ask and answer questions about key details in a text.
With prompting and support, ask and answer questions about key details in a text.

Interactive Read Aloud and Literature Discussion
Page 23, Thinking Within the Text
- Pick up important information in a text and remember to use it in a discussion
- Talk about interesting information in a text

Shared and Performance Reading
Pages 56–57, Thinking Within the Text
- Remember and talk about interesting information in a text

Oral, Visual, and Technological Communication
Pages 194–195, Speaking and Listening, Listening and Understanding
- Listen with attention and understanding to oral reading of stories, poems, and informational texts

Extended Discussion
- Form clear questions to gain information
- Participate actively in whole-class discussion or with peers as partners, or in small group

Content
- Ask many questions, demonstrating curiosity

With prompting and support, retell familiar stories, including key details.

Guided Reading
Page 258, Thinking Within the Text
Summarizing
- Discuss the text after reading, remembering important information or details of a story

With prompting and support, identify characters, settings, and major events in a story.

Interactive Read Aloud and Literature Discussion
Page 23, Thinking About the Text
- Talk about characters, problems, and events in a story

Ask and answer questions about unknown words in a text.

Interactive Read Aloud and Literature Discussion
Page 23, Thinking Within the Text
- Acquire understanding of new words from context
- Use new words in discussion of text
- Acquire new vocabulary from listening and use it in discussion

Recognize common types of texts (e.g., storybooks, poems).

Interactive Read Aloud and Literature Discussion
Page 23, Thinking About the Text
- Notice how texts are different from each other (such as fiction versus nonfiction)
- Compare different versions of the same story, rhyme, or traditional tale

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Interactive Read Aloud and Literature Discussion
Page 23, Thinking About the Text
- Understand that an author wrote the book
- Understand that an artist illustrated the book
- Recognize some authors by the style of their illustrations, their topics, or the characters they use
**Integration of Knowledge and Ideas**

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

**Interactive Read Aloud and Literature Discussion**
Page 23, Thinking Beyond the Text
- Use details from illustrations to support points made in discussion

**Shared and Performance Reading**
Page 57, Thinking Within the Text
- Notice and derive information from pictures

8. (Not applicable to literature)

9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**Interactive Read Aloud and Literature Discussion**
Page 23, Thinking Within the Text
- Talk about characters, problems, and events in a story

Thinking Beyond the Text
- Make predictions about what a character is likely to do

**Range of Reading and Level of Text Complexity**

10. Actively engage in group reading activities with purpose and understanding.

**Oral, Visual, and Technological Communications**
Page 194
- Listen with attention and understanding to oral reading of stories, poems, and informational texts

**Key Ideas and Details**

1. With prompting and support, ask and answer questions about key details in a text.

**Interactive Read Aloud and Literature Discussion**
Page 23, Thinking Within the Text
- Pick up important information in a text and remember to use it in a discussion
- Talk about interesting information in a text

**Shared and Performance Reading**
Pages 56–57, Thinking Within the Text
- Remember and talk about interesting information in a text

**Oral, Visual, and Technological Communication**
Pages 194–195, Speaking and Listening

Listening and Understanding
- Listen with attention and understanding to oral reading of stories, poems, and informational texts

Extended Discussion
- Form clear questions to gain information
- Participate actively in whole-class discussion or with peers as partners, or in small group

Content
- Ask many questions, demonstrating curiosity

2. With prompting and support, identify the main topic and retell key details of a text.

**Guided Reading, Level B**
Pages 258–259, Thinking Within the Text

Summarizing
- Remember details while reading
- Discuss the text after reading, remembering important information or details of a story

3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Guided Reading, Level B**
Pages 258–259, Thinking Beyond the Text

Making Connections
- Make connections between texts on the same topic or with the same Content
- Identify recurring characters when applicable
Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text.

Interactive Read Aloud and Literature Discussion
Page 23, Thinking Within the Text
- Acquire understanding of new words from context
- Use new words in discussion of text
- Acquire new vocabulary from listening and use it in discussion

5. Identify the front cover, back cover, and title page of a book.

Interactive Read Aloud and Literature Discussion
Page 22, Selecting Texts
- Title, author and illustrator on cover and title page

6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Interactive Read Aloud and Literature Discussion
Page 23, Thinking About the Text
- Understand that an author wrote the book
- Understand that an artist illustrated the book.
- Notice the words the author used to make the story or Content interesting
- Recognize some authors by the style of their illustrations, their topics, or the characters they use
- Have some favorite writers or illustrators

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 person, place or thing, or idea in the text an illustration depicts.)

Interactive Read Aloud and Literature Discussion
Page 23, Thinking Beyond the Text
- Use details from illustrations to support points made in discussion

Shared and Performance Reading
Page 57, Thinking Within the Text
- Notice and derive information from pictures

8. With prompting and support, identify the reasons an author gives to support points in a text.

Interactive Read Aloud and Literature Discussion
Page 23, Thinking Beyond the Text
- Give reasons to support thinking

9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).

Guided Reading, Level B
Pages 258–259, Thinking Beyond the Text
- Make connections between texts on the same topic or with the same Content

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

Oral, Visual, and Technological Communication
Page 194, Speaking and Listening
- Show interest in listening to and talking about stories, poems, or informational texts
- Listen with attention and understanding to oral reading of stories, poems, and informational texts

Interactive Read-Aloud and Literature Discussion
Page 22
- Selecting Texts

Shared and Performance Reading
Page 56
- Selecting Texts

Guided Reading Continuum
Introduction Page 239
- Figure 1–5 Text Gradient and Instructional Level Expectations

Guided Reading, Level B
Page 256
- Selecting Texts
Print Concepts

1. Demonstrate understanding of the Organization and basic features of print.
   a. Follow words from left to right, top to bottom and page by page.
   b. Recognize that spoken words are represented in written language by specific sequences of letters.
   c. Understand that words are separated by spaces in print.
   d. Recognize and name all upper- and lower-case letters of the alphabet.

Phonics, Spelling, and Word Study
Page 220, Early Literacy Concepts
- Use left to right directionality of print and return to the left in reading and writing.
- Understand that one says one word for one group of letters when you read
- Match one spoken to one written word while reading and pointing

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   a. Recognize and produce rhyming words.
   b. Count, pronounce, blend and segment syllables in spoken words.
   c. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three–phoneme (consonant–vowel–consonant, or CVC) words, (This does not include CVCs ending with /l/, /r/, or /x/)
   d. Add or substitute individual sounds (phonemes) in simple, one–syllable words to make new words.

Phonics, Spelling, and Word Study
Page 220, Phonological Awareness
- Hear, say, connect, and generate rhyming words (fly, high, buy, sky)
- Hear and say syllables (to-ma-to, can-dy, um-brel-la)
- Blend two or three phonemes in words (d–og, dog)
- Connect words by sounds (sun, sat)
- Manipulate phonemes (mat–at, and–hand)

Spelling Patterns
- Recognize and use a few simple phonograms with a VC pattern (easiest): (-ad, -ag, -an, -at, ed, en, et, ig, in, it, -og, -op, -ot, -ut)
- Recognize and use the consonant-vowel-consonant (CVC) pattern (cat, cat, map)

Phonics and Word Recognition

3. Know and apply grade–level phonics and word analysis skills in decoding words.
   a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
   b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
   c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
   d. Distinguish between similarly spelling words by identifying the sounds of the letters that differ.

Phonics, Spelling, and Word Study
Page 220, Letter/Sound Relationships
- Recognize and use beginning consonant sounds and the letters that represent them to read and write words
- Understand that there is a relationship between sounds and letters
- Recognize simple CVC words (cat, sun)

High-Frequency Words
- Read a core of twenty to twenty five high-frequency words (a, am, an, and, at, can, come, do, go, he, I, in, it, like, me, my, no, see, so, the, to, up, we, you)

Guided Reading
Page 254, Planning for Word Work after Guided Reading
- Recognize a few easy high-frequency words
- Recognize and make a few easy CVC words

Fluency

4. Read emergent-reader texts with purpose and understanding.

Guided Reading Continuum
Introduction
Page 239
- Figure 1–5 Text Gradient and Instructional Level Expectations

Guided Reading, Level B
Page 256
- Selecting Texts
- Thinking Within the Text
  Summarizing
  - Remember what the story is about during reading
  - Discuss the text after reading, remembering important information or details of a story
KINDERGARTEN

STANDARD FOUR—WRITING

Text Types and Purposes

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . . .)

   Writing About Reading
   Page 81, Thinking Beyond the Text
   • Express opinions about stories or poems
   • Express opinions about characters or about their feelings or motives

2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

   Writing
   Page 122, Informational (To explain or give facts about a topic)
   Writing in the Genre
   • Write books or short pieces that are enjoyable to read and at the same time give information to readers about a topic

3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

   Writing
   Page 122, Narrative (To tell a story)
   • Understand that a story can be a “small moment” (description of a brief but memorable experience)
   • Explain one’s thoughts and feelings about an experience or event

4. (Begins in grade 3)

Production and Distribution of Writing

5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

   Oral, Visual, and Technological Communication
   Page 194, Speaking and Listening
   • Listen actively to others read or talk about writing and give feedback

   Writing
   Page 122, Writing Process
   Oral Language
   • Generate and expand ideas through talk with peers and teacher

   Writing
   Page 123, Conventions
   Handwriting/Word-Processing
   • Access and use simple programs on the computer (easy word-processing, games)
   • Locate letter keys on a computer keyboard to type simple messages

   Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

   Writing
   Page 124, Drafting/Revising
   • Understand that writers can get help from other writers
   • Understand that writers can change writing in response to peer or teacher feedback

   Writing about Reading
   Page 81, Thinking Within the Text
   • Notice and use some details from texts in groups or independent writing
   Thinking Beyond the Text
   • Express opinions about stories or poems
   • Express opinions about characters or about their feelings or motives

   Thinking About the Text
   • Create texts that have some of the characteristics of published texts
   • Sometimes borrow the style or some words or expressions from a writer

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

   Writing
   Page 123, Writing Process
   Rehearsing/Planning
   • Generate and expand ideas through talk with peers and teacher
   • Look for ideas and topics in personal experiences, shared through talk
   Inquiry/Research
   • Ask questions and gather information on a topic

Range of Writing

9. (Begins in grade 4)

10. (Begins in grade 3)
Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.
   a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
   b. Continue a conversation through multiple exchanges

Oral, Visual, and Technological Communication
Page 194, Speaking and Listening

Social Interaction
- Sustain a conversation with a variety of audiences, including peers, teacher and family
- Enter a conversation appropriately
- Engage in turn-taking of conversation
Extended Discussion
- Participate actively in whole-class discussion or with peers as partners, or in a small group

2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Oral, Visual, and Technological Communication
Page 194

Listening and Understanding
- Listen with attention and understanding to oral reading of stories, poems and informational texts
Extended Discussion
- Form clear questions to gain information

Interactive Read-Aloud and Literature Discussion
Page 23, Thinking Within the Text
- Notice and ask questions when meaning is lost or understanding is interrupted

3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Interactive Read-Aloud and Literature Discussion
Page 23
Thinking Within the Text
- Notice and ask questions when meaning is lost or understanding is interrupted

Presentation and Knowledge of Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Oral, Visual, and Technological Communication
Page 194, Speaking and Listening
Content
- Explain and describe people, events, and objects

5. Add drawings or other visual displays to descriptions as desired to provide additional detail

Oral, Visual, and Technological Communication
Page 194, Presentation
Media
- Use props or illustrations to extend the meaning of a presentation

6. Speak audibly and express thoughts, feelings, and ideas clearly

Oral, Visual, and Technological Communication
Page 194, Presentation
Voice
- Speak about a topic with enthusiasm
- Talk with confidence
- Tell stories in an interesting way
Conventions
- Speak at an appropriate volume to be heard
- Enunciate words clearly
Conventions of Standard English

1. Demonstrate command of the conventions of standard English Grammar and usage when writing or speaking.
   a. Print many upper and lower case letters
   b. Use frequently occurring nouns and verbs
   c. Form plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes)
   d. Understand and use question words (interrogatives) (e.g. who, what, where when, why, how)
   e. Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with)
   f. Produce and expand complete sentences in shared language activities.

Writing
   Pages 123, Handwriting/Word Processing
   • Form upper and lower case letters efficiently in manuscript print
   • Form upper and lower case letters proportionately in manuscript print

Oral, Visual, and Technological Communication
   Page 194, Social Interaction
   • Speak clearly enough to be understood by others in conversation
   • Sustain a conversation with a variety of audiences, including peers, teacher and family

Extended Discussion
   • Form clear questions to gain information
   • Participate actively in whole-class discussion or with peers as partners, or in a small group
   • Use grade-appropriate specific vocabulary when talking about text

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize the first word in a sentence and the pronoun I.
   b. Recognize and name end punctuation.
   c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
   d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Writing
   Page 123
   Conventions
   Capitalization
   • Use capital letters in the beginning position in a few familiar, known proper nouns
   • Show awareness of the first place position of capital letters in words
   • Use a capital letter for the first word of a sentence
   • Capitalize I
   Punctuation
   • Use periods, exclamation points, and question marks as ending marks
   Spelling
   • Say words slowly to hear a sound and write a letter that represents it
   • Write some words and consonant letters appropriate for sounds in words (beginning and ending)
   • Understand that letters represent sounds

3. (Begins in grade 2)
Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and Content.
   
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

Interactive Read-Aloud and Literature Discussion
Page 23, Thinking Within the Text
   • Understand the meaning of words during reading

Shared and Performance Reading
Page 57, Thinking Within the Text
   • Acquire understanding of new words from context

Phonics, Spelling and Word Study
Page 223, Word Structure
   Verb Endings
      • Recognize and use endings that add -s to a verb to make it agree with the subject
      • Recognize and use endings that add -ed to a verb to make it past tense
      • Recognize and use endings that add -ing to a verb to denote the present participle

   Word-Solving Actions
      • Use known words to help in spelling new words
      • Use known words and word parts to help in reading and spelling new words

5. With guidance and support from adults, explore word relationships and nuances in word meanings.
   
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Phonics, Spelling and Word Study
Page 220, Word Meaning
   Concept Words
      • Recognize and use concept words

Oral, Visual, and Technological Communication
Page 194, Presentation
   Word Choice
      • Use words that describe (adjectives and adverbs)

6. Use words and phrases acquired through conversations, reading and being read to, and responding to text

Interactive Read-Aloud and Literature Discussion
Page 23
   • Acquire understanding of new words from context

Writing about Reading
Page 81, Thinking Within the Text
   • Notice and sometimes use new words from text
The Continuum of Literacy Learning, PreK–8 consists of seven different learning continua and provides a detailed and comprehensive list of behaviors and understandings to notice, teach and support at each grade level and A–Z text level. The following grids align specific statements of behaviors and understandings from The Continuum of Literacy Learning, PreK–8 with broad requirements from the Common Core Standards. We chose only a few examples to demonstrate the strong relationship between the Common Core Standards and the Continuum.

**Key Ideas and Details**

1. **Ask and answer questions about key details in a text.**
   - **Interactive Read Aloud and Literature Discussion**
     Page 25, Thinking Within the Text
     - Pick up important information in a text and remember to use it in a discussion
     - Talk about interesting and new information in a text
   - **Oral, Visual, and Technological Communication**
     Pages 196–197, Speaking and Listening
     **Listening and Understanding**
     - Listen with attention and understanding to oral reading of stories, poems, and informational texts
     **Extended Discussion**
     - Form clear questions to gain information
     - Participate actively in whole-class discussion or with peers as partners, or in small group
   - **Content**
     - Ask many questions, demonstrating Curiosity

2. **Retell stories, including key details, and demonstrate understanding of their central message or lesson.**
   - **Guided Reading, Level F**
     Pages 274–275, Thinking Within the Text
     **Summarizing**
     - Remember important information
     - Identify important ideas in a text and report them in an organized way, either orally or in writing

3. **Describe characters, settings, and major events in a story, using key details.**
   - **Interactive Read Aloud and Literature Discussion**
     Page 25, Thinking Within the Text
     - Recognize characters and report important details after reading
     - Follow the events of a plot with multiple events
     - Understand the problem in a story
   - **Guided Reading, Level F**
     Pages 275, Thinking Beyond the Text
     **Infer and discuss characters’ feelings**
     - Infer and discuss characters’ feelings
     - Show empathy for characters and infer their feelings and motivation

4. **Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.**
   - **Interactive Read Aloud and Literature Discussion**
     Page 25, Thinking About the Text
     - Notice words that the writer has used to make the story or Content interesting
   - **Shared and Performance Reading**
     Page 59, Thinking About the Text
     - Notice how the writer has used language or words to make a text interesting or funny

5. **Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.**
   - **Interactive Read Aloud and Literature Discussion**
     Page 25, Selecting Texts
     **Genres/Forms**
     - Short poems, nursery rhymes, songs
     - Poems
     - Traditional folktales
     - Simple animal fantasy
     - Realistic Fiction
     - Factual Texts (ABC books, label books, concept books, counting books, simple informational books)
     - Memoir

6. **Identify who is telling the story at various points in a text.**
   - **Guided Reading, Level F**
     Page 274, Thinking Within the Text
     **Searching for and Using Information**
     - Process texts with simple dialogue and some pronouns, all assigned to speakers
   - **Guided Reading, Level H**
     Page 282, Thinking Within the Text
     **Searching for and Using Information**
     - Process texts with split dialogue, all assigned to speakers
Integration of Knowledge and Ideas

7. Use illustrations and details in a story to describe its characters, setting, or events.

Interactive Read Aloud and Literature Discussion
Page 24
Thinking Beyond the Text
• Use details from illustrations to support points made in discussion
• Interpret illustrations

Shared and Performance Reading
Page 59
Thinking Within the Text
• Notice and derive information from pictures

Oral, Visual, and Technological Communication
Listening and Speaking
Content
• Share knowledge of story structure by describing setting, characters, events or ending

8. (Not applicable to literature)

9. Compare and contrast the adventures and experiences of characters in stories.

Shared and Performance Reading
Page 59
Thinking About the Text
• Compare different versions of the same story, rhyme or traditional tale

Range of Reading and Level of Text Complexity

10. With prompting and support, read prose and poetry of appropriate complexity for Grade 1.

Interactive Read-Aloud and Literature Discussion
Page 24, Selecting Texts
Genres/Forms

Guided Reading Continuum
Page 239
• Figure 1-5 Text Gradient and Instructional Level Expectations
Pages 266, 268, 270, 272, 274, 276, Levels D – I,
Selecting Texts

STANDARD TWO—READING: INFORMATIONAL TEXT

Key Ideas and Details

1. Ask and answer questions about key details in a text.

Interactive Read Aloud and Literature Discussion
Page 25, Thinking Within the Text
• Pick up important information in a text and remember to use it in a discussion
• Talk about interesting and new information in a text

Oral, Visual, and Technological Communication
Pages 196–197, Speaking and Listening
Listening and Understanding
• Listen with attention and understanding to oral reading of stories, poems, and informational texts
Extended Discussion
• Form clear questions to gain information
• Participate actively in whole-class discussion or with peers as partners, or in small group
Content
• Ask many questions, demonstrating Curiosity

2. Identify the main topic and retell key details of a text.

Guided Reading, Level F
Pages 274–275, Thinking Within the Text
Summarizing
• Remember important information
• Identify important ideas in a text and report them in an organized way, either orally or in writing

3. Describe the connection between two individuals, events, ideas, or pieces of information in a text

Interactive Read Aloud and Literature Discussion
Page 25, Thinking Beyond the Text
• Make connections between familiar texts and discuss similarities and differences

Guided Reading, Level F
Pages 274–275, Thinking Beyond the Text
Making Connections
• Make connections between the text and other texts that have been read or heard
Grade 1

**Craft and Structure**

4. Ask and answer questions to help determine or clarify the meaning of words or phrases in a text.

**Interactive Read Aloud and Literature Discussion**
Page 25, Thinking Within the Text
- Acquire understanding of new words from context
- Use new words in discussion of text
- Acquire new vocabulary from listening and use it in discussion

5. Know and use various text features (e.g., headings, glossaries, electronic menus, icons) to locate key facts or information in a text.

**Guided Reading, Level I**
Page 286, Thinking Within the Text
- Notice and use graphics such as labels and captions for pictures and simple diagrams
- Use simple readers' tools (table of Contents, index, glossary) to find information in texts

6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**Interactive Read Aloud and Literature Discussion**
Page 25, Thinking within the Text
- Notice and derive information from pictures
- Use details from illustrations to support points made in a discussion

**Guided Reading, Level E**
Page 270, Thinking within the Text
- Notice details in pictures and use information to understand the text

7. Use illustrations and details in a text to describe its key ideas.

**Interactive Read Aloud and Literature Discussion**
Page 53, Thinking Beyond the Text
- Use details from illustrations to support points made in discussion

**Shared and Performance Reading**
Page 59, Thinking Within the Text
- Notice and derive information from pictures

8. Identify the reasons an author gives to support points in a text.

**Interactive Read Aloud and Literature Discussion**
Page 25, Thinking Beyond the Text
- Give reasons to support thinking

**Integration of Knowledge and Ideas**

9. Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).

**Guided Reading, Level E**
Page 271, Thinking Beyond the Text
- Make connections between texts and other texts that have been read or heard

**Range of Reading and Level of Text Complexity**

10. With prompting and support, read informational text appropriately complex for Grade 1.

**Interactive Read-Aloud and Literature Discussion**
Page 24, Selecting Texts
- Factual texts including informational texts

**Guided Reading Continuum**
Page 239, Figure 1-5 Text Gradient and Instructional Level Expectations
Pages 266, 268, 270, 272, 274, 276, Levels D – I
- Selecting Texts

**Print Concepts**

1. Demonstrate understanding of the Organization and basic features of print.

a. Recognize and distinguish features of a sentence (e.g., first word, capitalization, ending punctuation)

**Phonics, Spelling, and Word Study**
Page 222, Early Literacy Concepts
- Understand the concept of sentence (as a group of words with ending punctuation)

**Letter Knowledge**
- Understand special uses of letters (capital letters, initials)
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Distinguish long from short vowel sounds in spoken single-syllable words.

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

Phonological Awareness

Phonics, Spelling, and Word Study
Page 222, Letter/Sound Relationships
- Hear and identify long (make, pail, day) and short (can, egg, up) vowels sounds in words and the letters that represent them
- Recognize that letter clusters (blends and digraphs) represent consonant sounds

Phonological Awareness
- Blend two to four phonemes into words
- Segment words into phonemes

Spelling Patterns
- Recognize and use the consonant-vowel-consonant (CVC) pattern (cat, sad, map)

Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words.

a. Know the spelling-sound correspondences for common consonant digraphs.

b. Decode regularly spelled one-syllable words.

c. Know final -e and common vowel team conventions for representing long vowel sounds.

d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

e. Decode two-syllable words following basic patterns by breaking the words into syllables.

f. Read words with inflectional endings.

g. Recognize and read grade-appropriate regularly spelled words.

Phonics, Spelling, and Word Study
Pages 222–223, Letter/Sound Relationships
- Hear and identify long (make, pail, day) and short (can, egg, up) vowels sounds in words and the letters that represent them
- Recognize that letter clusters (blends and digraphs) represent consonant sounds
- Recognize simple CVC words (cat, sun)

Phonological Awareness
- Hear and say syllables

Word Structure
Syllables
- Understand the concept of syllables and demonstrate by clapping
- Understand how vowels appear in syllables

Verb Endings
- Recognize and use endings that add -s to a verb to make it agree with the subject
- Recognize and use endings that add -ed to a verb to make it past tense
- Recognize and use endings that add -ing to a verb to denote present participle

High-Frequency Words
- Read a core of at least fifty high-frequency words

Guided Reading
Pages 266, 270, 274, 278, 282, 284
Planning for Word Work after Guided Reading
Grade 1

Standard Four—Writing

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
   a. Read on-level text with purpose and understanding.
   b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Guided Reading Continuum
Introduction
Page 239
• Figure 1-5 Text Gradient and Instructional Level Expectations

Guided Reading, Level D – I
Pages 264, 268, 272, 276, 280, 284
• Selecting Texts
Page 270
Thinking Within the Text
Monitoring and Correcting
• Use meaning, language structure and visual information to monitor and self-correct reading

STANDARD FOUR—WRITING

Text Types and Purposes

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.

Writing about Reading
Page 83, Thinking About the Text
• Express opinions about a story or poem

2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Writing
Pages 126–127, Selecting Purpose and Genre
Informal
• Write books and short pieces of writing that are enjoyable to read and at the same time give information to readers about a topic

3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Writing
Pages 126–127, Selecting Purpose and Genre
Narrative
• Write an engaging beginning and a satisfying ending to stories
• Provide some descriptive details to make the story interesting
• Tell events in the order that they occurred in personal narratives

4. (Begins in grade 3)

Production and Distribution of Writing

5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Writing
Page 130, Writing Process
Drafting/Revising
Understanding the process
• Understand the role of the writing conference in helping writers
• Understand that writers can get help from other writers
• Understand that writers can change writing in response to peer or teacher feedback

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Writing
Page 129, Conventions
Handwriting/Word-Processing
• Access and use simple programs on the computer (easy word-processing, games)
• Locate letter keys on a computer keyboard to type simple messages

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

Writing
Page 129, Writing Process
Oral Language
• Generate and expand ideas through talk with peers and teacher
Gathering Seeds/Resources/Experimenting with Writing
• Gather information for writing
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.

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).

b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.
Grade 1

Standard Six—Language

6 Produce complete sentences when appropriate to task and situation. (See Grade 5, Language standards 1 and 3 on page 26 for specific expectations)

Oral, Visual, and Technological Communication

Page 196, Presentation

Voice

• Speak about a topic with enthusiasm
• Talk with confidence
• Tell stories in an interesting way

Conventions

• Speak at an appropriate volume to be heard
• Enunciate words clearly

Conventions of Standard English

1 Demonstrate command of the conventions of standard English Grammar and usage when writing or speaking.

a. Print all upper- and lowercase letters.

b. Use common, proper, and possessive nouns.

c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

f. Use frequently occurring adjectives.

g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

h. Use determiners (e.g., articles, demonstratives).

i. Use frequently occurring prepositions (e.g., during, beyond, toward).

j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Phonics, Spelling, and Word Study

Page 223, Word Structure

Plurals

• Understand the concepts of plurals and plural forms: adding –s; adding –es; changing spelling

Verb Endings

Writing

Page 128, Conventions

Grammar

Sentence Structure

• Use conventional sentence structure (noun + verb)

Parts of Speech

• Use noun + verb agreement
• Use prepositional phrases
• Use text modifiers
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize dates and names of people.

b. Use end punctuation for sentences.

c. Use commas in dates and to separate single words in a series.

d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and Content, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Use frequently occurring affixes as a clue to the meaning of a word.

c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
Grade 2

Standard One—Reading: Literature

The Continuum of Literacy Learning, PreK–8 consists of seven different learning continua and provides a detailed and comprehensive list of behaviors and understandings to notice, teach and support at each grade level and A–Z text level. The following grids align specific statements of behaviors and understandings from The Continuum of Literacy Learning, PreK–8 with broad requirements from the Common Core Standards.

We chose only a few examples to demonstrate the strong relationship between the Common Core Standards and the Continuum.

STANDARD ONE—READING: LITERATURE

Key Ideas and Details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Interactive Read-Aloud and Literature Discussion
Page 27, Thinking Within the Text
• Notice and remember facts, concepts, or ideas from a text

Oral, Visual, and Technological Communication
Page 198, Extended Discussion
• Ask clear questions for clarification to gain information

Guided Reading, Level M
Page 302, Thinking Within the Text
• Identify important ideas in a text and report them in an organized way, either orally or in writing

2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Guided Reading, Level L
Page 298, Selecting Texts
Genre/Forms
• Traditional literature (folktales, fables)

3. Describe how characters in a story respond to major events and challenges

Interactive Read-Aloud and Literature Discussion
Page 27, Thinking Beyond the Text
Infer characters’ feelings and motivations from description, what they do or say, and what others think about them

Guided Reading, Level J
Page 291, Thinking Beyond the Text
Inferring
Demonstrate understandings of character, using evidence from text to support statements

Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Shared and Performance Reading
Page 61
Thinking About the Text
• Notice language that has potential for shared and performance reading
• Begin to understand the subtle changes in meaning that a writer can convey through word choice

5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Shared and Performance Reading
Page 61
Thinking About the Text
• Recognize and identify parts of stories, such as beginning, series of events, and endings

6. Acknowledge differences in the points of view of Voice for each character when reading dialogue aloud

Oral, Visual, Technological Communication
Page 199
Presentation
Ideas and Content
• Recite poems or tell stories with effective use of intonation and word stress to emphasize important ideas, engage listeners’ interest, and show character traits
Integration of Knowledge and Ideas

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Shared and Performance Reading
Page 61
Thinking Within the Text
• Use details from illustrations to contribute to text interpretation

8. (Not applicable to literature)

9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Shared and Performance Reading
Page 61
Thinking About the Text
• Compare different versions of the same story, rhyme, or traditional tale

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Interactive Read-Aloud and Literature Discussion
Page 27
• Notice and remember facts, concepts, or ideas from a text

Oral, Visual, and Technological Communication
Page 198
Extended Discussion
• Ask clear questions for clarification to gain information

Guided Reading, Level M
Page 302
• Identify important ideas in a text and report them in an organized way, either orally or in writing

Guided Reading, Level K
Page 294
• Follow and remember a series of events over a longer text in order to understand the ending
• Identify important ideas in a text and report them in an organized way, either orally or in writing

Key Ideas and Details

1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

Interactive Read-Aloud and Literature Discussion
Page 27
• Notice and remember facts, concepts, or ideas from a text

Guided Reading, Level K
Page 294
• Identify important ideas in a text to each other and to ideas in other texts

Guided Reading, Level M
Page 302
• Relate important ideas in the text to each other and to ideas in other texts

Guided Reading Continuum
Page 239
• Figure 1–5 Text Gradient and Instructional Level Expectations
Pages 288, 290, 292, 294, 296, Levels J, K, L, M
• Some scientific and technical topics

Interactive Read-Aloud and Literature Discussion
Page 26
Selecting Texts
Genres/Forms
• Informational texts

Guided Reading, Level K
Page 294
• Specify the nature of connections (topic, Content, type of story, writer)
Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.

Interactive Read-Aloud and Literature Discussion  
Page 27, Thinking Within the Text  
• Recognize and actively work to solve new vocabulary words

Guided Reading, Level M  
Page 294, Thinking Within the Text  
• Connect words that mean the same or almost the same to help in understanding a text and acquiring new vocabulary
• Use the context of a sentence, paragraph, or whole text to determine the meaning of a word

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.

Guided Reading, Level K  
Page 294, Thinking Within the Text  
Searching for and using information  
• Search for information in graphics (simple diagrams, illustrations with labels, maps, charts, captions under pictures)
• Use readers’ tools (table of Contents, headings, glossary, chapter titles and author’s notes) to gather information

6. Identify the main purpose of a text, including what the author wants to answer, explain or describe.

Guided Reading, Level L  
Page 299, Thinking About the Text  
• Identify the author’s explicitly stated purpose

Integration of Knowledge and Ideas

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Interactive Read-Aloud and Literature Discussion  
Page 27, Thinking About the Text  
• Talk about the connections between the illustrations and the text
• Recognize how the writer has placed ideas in the text and in the graphics

Oral, Visual, and Technological Communication  
Page 198, Listening and Understanding  
• Understand and interpret information presented in visual media

8. Describe how reasons support specific points the author makes in a text.

Interactive Read-Aloud and Literature Discussion  
Page 27, Thinking Beyond the Text  
• Support Thinking Beyond the Text with specific evidence based on personal experience or knowledge or evidence from the text

Oral, Visual, and Technological Communication  
Page 198, Content  
• Provide reasons and argue for a point, using evidence

9. Compare and contrast the most important points presented by two texts on the same topic.

Interactive Read-Aloud and Literature Discussion  
Page 27, Thinking Within the Text  
• Relate important ideas in the text to each other and to ideas in other texts

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Interactive Read-Aloud and Literature Discussion  
Page 26  
Selecting Texts  
Genres/Forms  
• Informational texts  
Content  
• Some scientific and technical topics

Guided Reading Continuum  
Page 239  
• Figure 1–5 Text Gradient and Instructional Level Expectations  
Page 288, 290, 292, 294, 296, Levels J, K, L, M  
• Selecting Texts
STANDARD THREE—FOUNDATIONAL SKILLS

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
   b. Know spelling-sound correspondences for additional common vowel teams.
   c. Decode regularly spelled two-syllable words with long vowels.
   d. Decode words with common prefixes and suffixes.
   e. Identify words with inconsistent but common spelling-sound correspondences.
   f. Recognize and read grade-appropriate irregularly spelled words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
   a. Read on-level text with purpose and understanding.
   b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Guided Reading Continuum

- Introduction, Page 239
- Figure 1–5, Text Gradient and Instructional, Levels Expectations

Guided Reading, Level J–M

- Pages 288, 292, 296, 300
- Selecting Texts
- Page 294, Thinking Within the Text
- Monitoring and Correcting
  - Use multiple sources of information to monitor and self-correct

Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Writing about Reading

- Page 83
- Thinking About the Text
  - Write opinions about a text and back them up with specific information or reasons

Writing

- Page 136
- Craft
- Organization
- Presentation of Ideas
  - Bring a piece to closure through an ending or summary statement

©2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.
Text Types and Purposes

2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

- Write pieces of writing that are interesting and enjoyable to read
- Write about a topic keeping the audience and their interests and knowledge in mind
- Provide interesting details around a topic

3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

- Write an engaging beginning and a satisfying ending to stories
- Tell details about the most important moments in a story or experience while eliminating unimportant details

4 (Begins in grade 3)

Production and Distribution of Writing

5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

- Understand the role of the writing conference in helping writers
- Understand that other writers can be helpful in the process
- Change writing in response to peer or teacher feedback

6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

- Write pieces that are interesting and enjoyable to read
- Write about a topic keeping the audience and their interests and knowledge in mind
- Provide interesting details around a topic

Research to Build and Present Knowledge

7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

- Write procedural writing as a list of sequential directions for how to do something and lists of what is needed
- Generate and expand ideas through talk with peers and teacher

8 Recall information from experiences or gather information from provided sources to answer a question.

- Tell about experiences or topics the way one would talk about them to others
- Generate and expand ideas through talk with peers and teacher

9 (Begins in grade 4)

10 (Begins in grade 3)
Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others’ talk in conversations by linking their comments to the remarks of others.

c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2, Language standards 1 and 3 on pages 26 and 27 for specific expectations)

Oral, Visual, and Technological Communication
Page 199, Presentation

Voice
• Show enthusiasm when speaking about a topic
• Show confidence when presenting
• Tell stories in an interesting way

Conventions
• Speak at an appropriate volume to be heard when addressing large and small groups
• Enunciate words clearly

Word Choice
• Use language appropriate to oral presentation words (rather than literary language or slang)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize holidays, product names, and geographic names.

b. Use commas in greetings and closings of letters.

c. Use an apostrophe to form contractions and frequently occurring possessives.

d. Generalize learned spelling patterns when writing words (e.g., cage, badge; boy, boil).

e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Writing
Pages 136–137, Conventions
Capitalization
• Use capital letters appropriately to capitalize days, months, cities, states
• Use capitals for names of people and places

Punctuation
• Use apostrophes in contractions and possessives
• Use commas to identify a series

Spelling
• Use knowledge of phonogram patterns to generate multisyllabic words

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Compare formal and informal uses of English.

Phonics, Spelling, and Word Study
Page 225, Word Structure

Plurals
• Understand the concept of plurals and plural forms: adding –s; adding –es; changing spelling

Verb Endings
• Recognize and form present and past tense by using endings; form present participle by adding –ing; make a verb past tense
• Recognize and use endings: –er to a verb to make a noun, –er to a verb that ends with a short vowel and a consonant, –r to a verb that ends in silent r, –er to a verb ending in y
**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and Content, choosing flexibly from an array of strategies.

   a. Use sentence-level context as a clue to the meaning of a word or phrase.
   
   b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/tell/sell).
   
   c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
   
   d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
   
   e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**Interactive Read-Aloud and Literature Discussion**

  page 27, Thinking Within the Text
  
  - Recognize new meanings for known words by using context
  - Recognize and actively work to solve new vocabulary words

**Phonics, Spelling, and Word Study**

  page 225, Word Structure
  
  Base Words
  
  - Remove the ending from a base word to make a new word
  
  Prefixes
  
  - Recognize and use common prefixes
  
  Word Solving Actions
  
  - Use parts of compound words to solve a word and derive them meaning
  - Recognize base words and remove prefixes and suffixes to break them down and solve them

**Shared and Performance Reading**

  page 61
  
  Thinking Within the Text
  
  - Acquire understanding of new words through repeated reading
  - Understand the meaning of words during reading
  
  Thinking About the Text
  
  - Begin to understand the subtle changes in meaning that a writer can convey through word choice

**Phonics, Spelling, and Word Study**

  page 224, Word Meaning
  
  - Recognize and use words with multiple meanings

6. Demonstrate understanding of word relationships and nuances in word meanings.

   a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
   
   b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

**Oral, Visual, and Technological Communication**

  page 199, Presentation
  
  Word Choice
  
  - Use language from stories and informational texts when retelling stories or making a report
  - Use words that describe (adjectives and adverbs)
  - Use language appropriate to oral presentation words (rather than literary language or slang)
  - Use Content-specific words when needed to explain a topic

**Writing about Reading**

  page 85, Thinking About the Text
  
  - Notice and sometimes use interesting language from a text
Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the bases for the answers.

Interactive Read-Aloud and Literature Discussion
Page 28–29, Thinking Within the Text
• Self-monitor understanding and ask question when meaning is lost

Guided Reading
Page 310–311, Level O
Thinking About the Text
• Identify important ideas in a text and report them in an organized way either orally or written.

Thinking Beyond the Text
• Justify predictions using evidence

Writing About Reading Page 86–87
Thinking Within the Text
• Reflect both prior knowledge and evidence from the text in responses to texts

2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Interactive Read-Aloud and Literature Discussion
Page 28–29
Thinking Within the Text
• Infer characters’ feelings and motivations from description, what they say or do, and what others say about them

Thinking About the Text
• Recognize and discuss aspects of narrative structure (beginning, series of events, high point of the story, ending)

Guided Reading
Page 310–311, Level O
Thinking Beyond the Text
• Predict what characters will do based on the traits revealed by the writer as well as inferred characteristics

Page 314–315, Level P
• Infer characters’ feelings and motivations through reading their dialogue and what other characters say about them

Writing About Reading Page 86–87
Thinking Beyond the Text
• Predict logically, supported by evidence, what will happen next in a text or what a character will do

Craft and Structure

3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Interactive Read-Aloud and Literature Discussion
Page 28–29
Thinking Within the Text
• Infer characters’ feelings and motivations from description, what they say or do, and what others say about them

Thinking About the Text
• Recognize and discuss aspects of narrative structure (beginning, series of events, high point of the story, ending)

Guided Reading
Thinking Beyond the Text
Page 310–311, Level O
• Predict what characters will do based on the traits revealed by the writer as well as inferred characteristics

Page 314–315, Level P
• Infer characters’ feelings and motivations through reading their dialogue and what other characters say about them

Writing About Reading Page 86–87
Thinking Beyond the Text
• Predict logically, supported by evidence, what will happen next in a text or what a character will do

4. Determine the meaning of words and phrases as they are used in a text, distinguishing from literal and nonliteral language.

Interactive Read-Aloud and Literature Discussion
Page 28–29
Thinking Within the Text
• Understand how one event builds on another throughout the text

Thinking About the Text
• Recognize moral lessons in text

Guided Reading
Page 310–311, Level O
Thinking Within the Text
• Identify main ideas and supporting details

Thinking Beyond the Text
• Use knowledge from on text to help in understanding diverse cultures and setting encountered in new text

• Use the context of a sentence, paragraph, or whole text to determine the meaning of a word

Thinking Beyond the Text
• Distinguish fact and opinion

Planning for Word Work after Guided Reading
• Recognize words that have multiple meanings, homographs, and homophones
Grade 3

Standard One—Reading: Literature

5. Refer to parts of stories, dramas, and poems when writing or speaking about a text using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Interactive Read-Aloud and Literature Discussion
Page 28–29
Thinking About the Text

Writing About Reading
Pages 86–87, Thinking About the Text
- Use specific vocabulary to write about texts: title, author, illustrator, cover, dedication, endpapers, author’s note, illustrator’s note, character, main character, setting, problem, events, resolution, theme, fiction/nonfiction, poetry, table of Contents, topics

6. Distinguish their own point of view from that of the narrator or those of the characters.

Guided Reading
Thinking About the Text, Page 314–315, Level P
- State opinions about a text and show evidence to support them

Writing About Reading
Page 86–87, Thinking About the Text
- Write opinions about a text and back them up with specific information or reasons
- Describe (or interpret through drawing) the characteristic of a writer’s work or an illustrator’s work

Integration of Knowledge and Ideas

7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Interactive Read-Aloud and Literature Discussion
Page 28–29, Thinking About the Text
- Discuss the characteristics of the work of some authors and illustrators

Guided Reading
Page 314–315, Level P, Thinking Beyond the Text
- Infer setting, characters’ traits, and feelings, and plot form illustration in graphic texts
- Assess how graphics add to the quality of the text or provide additional information

Writing About Reading
Page 86–87, Thinking About the Text
- Describe the relationships between illustrations and text

8. (Not applicable to literature)

9. Compare and contrast themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in a book from a series)

Interactive Read-Aloud and Literature Discussion
Page 28–29, Thinking Beyond the Text
- Relate important ideas in the text to each other and to ideas in other texts

Guided Reading
Page 314–315, Level P, Thinking Beyond the Text
- Make connections between the text and other texts that have been read or heard and demonstrate in writing
- Specify the nature of connections (topic, Content, type of story, writer)

Writing About Reading
Page 86–87, Thinking About the Text
- Compare two or more writers with graphic organizers or drawings

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Interactive Read-Aloud and Literature Discussion
Page 28–29

Guided Reading
Page 314–315, Level P
Thinking Beyond the Text
- Make connections to prior knowledge and use it to identify and incorporate new knowledge

Guided Reading
Page 314–315, Level P
Thinking Beyond the Text
- Differentiate between what is known and new information

Writing About Reading Page 86–87
Thinking About the Text
- Describe (or interpret) through drawing) the characteristics of a writer’s work or an illustrator’s work

©2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.
Key Ideas and Details

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

Interactive Read Aloud and Literature Discussion
Page 28–29, Thinking Beyond the Text
• Support Thinking Beyond the Text with specific evidence based on personal experience or knowledge or evidence from the text

Guided Reading
Page 307, Level N, Thinking Beyond the Text
• Support all thinking with evidence from the text
Page 315, Level P, Thinking Beyond the Text
• Search for and use information to confirm or disconfirm predictions

2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

Interactive Read Aloud and Literature Discussion
Page 28–29, Thinking About the Text
• Recognize and discuss aspects of narrative structure (beginning, series of events, high point of the story, ending)

Guided Reading
Page 298–299, Level L, Thinking Beyond the Text
• Infer the big ideas or message (theme) of a text

3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Interactive Read Aloud and Literature Discussion
Page 28–29, Thinking Within the Text
• Notice and remember story details of time and place

Guided Reading
Page 311, Level Q, Thinking Beyond the Text
• Identify significant events and tell how they are related to the problem of the story or the solution

Oral, Visual and Technological Communication
Pages 200–201, Content
• Describe cause and effect relationships

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.

Interactive Read Aloud and Literature Discussion
Pages 28–29, Thinking Within the Text
• Recognize and actively work to learn the meaning of new vocabulary words, including complex, specialized, and technical words

Guided Reading
Pages 298–299, Level L
• Quickly and automatically solve most words in the text in a way that supports fluency

See Planning for Word Work after Guided Reading, Page 298

5. Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Interactive Read Aloud and Literature Discussion
Pages 28–29, Thinking About the Text
• Notice how the writer has organized an informational text (categories and subcategories, sequence and others)

Guided Reading
Pages 298–299, Level L
• Notice variety in layout (words in bold or larger fonts, or italics, variety in layout)

Oral, Visual, and Technological Communication
Pages 200–201, Gathering information/Research
• Use simple search engine to find information (from approved and accessible sites)

6. Distinguish their own point of view from that of the author or text.

Interactive Read Aloud and Literature Discussion
Pages 28–29, Thinking About the Text
• Critically examine the quality or accuracy of the text, citing evidence for opinions

Guided Reading
Page 311, Level Q, Thinking About the Text
• State opinions about a text and provide evidence to support them
Integration of Knowledge and Ideas

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Interactive Read-Aloud and Literature Discussion
Page 29, Thinking Beyond the Text
• Interpret graphics and integrate information with the text
Thinking About the Text
• Recognize how the writer or illustrator has placed ideas in the text and in the graphics
• Notice how the writer has organized an informational text (categories and subcategories, sequence and others)

Guided Reading
Page 315, Level P, Thinking About the Text
• Notice how the author or illustrator has used pictures and other graphics to convey meaning

8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Guided Reading
Page 315, Level P, Thinking About the Text
• Notice specific writing techniques
• Notice variety in layout

Writing About Reading
Page 87, Thinking About the Text
• Show awareness of temporal sequence, compare and contrast, and cause and effect, and problem-solutions

9. Compare and contrast the most important points and key details presented in two texts on the same information.

Interactive Read-Aloud and Literature Discussion
Page 29, Thinking Beyond the Text
• Relate important ideas in the text to each other and to ideas in other texts

Guided Reading
Page 307, Level M, Thinking Beyond the Text
• Make connections between the text and other texts that have been read or heard and demonstrate in writing

Writing About Reading
Page 87, Thinking Beyond the Text
• Related important ideas in a text to each other or to other texts

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend informational text, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Interactive Read Aloud and Literature Discussion
Page 29, Thinking Within the Text
• Access information and develop new concepts and ideas from reading
Thinking About the Text
• Recognize the genre of the text and use it to form expectations of the text

Guided Reading
Page 315, Level P, Thinking Within the Text
• Demonstrate different ways of reading related to genre, including simple biographies, fantasy, and historical fiction
• Sometimes adjust reading within texts to accommodate hybrid texts that combine genres
• Adjust reading to process texts with difficult and complex layout

Oral, Visual, and Technological Communication
Pages 200–201, Ideas and Content
• Make brief oral reports that demonstrate understanding of a topic
• Demonstrate understanding of a topic by providing relevant facts and details

Writing About Reading
Page 87, Thinking Within the Text
• Write summaries reflecting understanding of graphic features (labels, heading, subheading, sidebars, legends)
• Accurately reflect information from a text
Thinking Beyond the Text
• Identify and record in notes new information and understandings gained from reading a text
PHONICS AND WORD RECOGNITION

Know and apply grade-level phonics and word analysis skills in decoding words.

a. Identify and know the meaning of the most common prefixes and derivational suffixes.
b. Decode words with common Latin suffixes.
c. Decode multisyllabic words.
d. Read grade-appropriate irregularly spelled words.

PHONICS, SPELLING, AND WORD STUDY

Pages 226–227, Word Structure

• Recognize and use syllables: open syllable, closed syllable, syllables with a vowel and silent e, syllables with vowel combinations, syllables with a vowel and r, syllables in words with V–V pattern, syllables with double consonants

WORD SOLVING ACTIONS

• Break words into syllables to read or write them
• Recognize base words and remove prefixes and suffixes to break them down and solve them
• Use word parts to derive the meaning of a word

GUIDED READING

Pages 310–315, Level O, Thinking Within the Text

• Understand connotative meaning of words.
• Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes)

PLANNING FOR WORD WORK IN THE GUIDED READING

• Use base words, prefixes, and suffixes in the process of deriving word meaning

FLUENCY

Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.
b. Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GUIDED READING

Pages 310–315, Level O, Thinking Within the Text

• Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning
• Demonstrate phrased, fluent reading
• Use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing.

TEXT TYPES AND PURPOSES

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

a. Introduce the topic or text they are writing about, state an opinion, and create an Organizational structure that lists reasons.
b. Provide reasons that support the opinion.
c. Use linking words and phrases (e.g., because, therefore, since, for Introduce, example) to connect opinion and reasons.
d. Provide a concluding statement or section.

WRITING ABOUT READING

Page 87, Thinking About the Text

• Write opinions about a text and back them up with specific information or reasons
• Show awareness of temporal sequence, compare and contrast, and cause and effect, and problem-solution

WRITING

Pages 142–145, Organization

Write an informational text that is ordered by logic (categories, sequences, ideas related to each other)
• Use headings and subheadings, a table of Contents, and other features to help the reader find information and understand how facts are related
• Bring a piece to closure through an ending or summary statement

IDEA DEVELOPMENT

• Communicate main points clearly

SKETCHING AND DRAWING

• Create drawings that are related to the written text and increase readers’ understanding and enjoyment

ORAL, VISUAL AND TECHNOLOGICAL COMMUNICATION

Page 201, Ideas and Content

• Demonstrate understanding of a topic by providing relevant facts and details
③ Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
   b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
   c. Use temporal words and phrases to signal event order.
   d. Provide a sense of closure.

Writing
   Pages 140–142, Memoir (personal narrative, autobiography)
   • Write an engaging beginning and a satisfying ending to stories
   • Select “small moments” or experiences and share thinking and feelings about them
   • Use dialogue as appropriate to add to the meaning of the story
   Fiction (short story, short realistic fiction, historical fiction)
   • Understand that fiction can be realism or fantasy
   • Describe characters by how they look, what they do, say, and think, and what others say about them
   • Develop an interesting story with believable characters and a realistic plot
   Word Choice
   • Use a range of descriptive words to enhance the meaning
   • Use transitional words for time flow (after, then)

Production and Distribution of Writing

④ With guidance and support from adults, produce writing in which the development and Organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Writing
   Pages 142–143, Organization
   • Use Organization in writing that is related to purpose and genre
   Rehearsing and Planning
   • Understand how the purpose of the writing influences the selection of genre
   • Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell maintain relationships, plan

⑤ With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Writing
   Pages 144–145, Drafting/Revising
   • Change writing in response to peer or teacher feedback
   • Know how to use an editing and proofreading checklist

Editing and Proofreading
• Understand that the writer shows respect for the reader by applying what is known to correct errors

Viewing Self as Writer
• Be willing to work at the craft of writing incorporating new learning from instruction

⑥ With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Writing
   Page 143, Handwriting and Word Processing
   • Use word processor to plan, draft, revise, edit, and publish
   • Use efficient keyboarding skills

Oral, Visual, and Technological Communication
   Page 201, General Communication
   • Send and respond to email messages

Research to Build and Present Knowledge

⑦ Conduct short research projects that build knowledge about a topic.

Writing About Reading
   Page 86, Informational Writing
   • Short reports utilizing information from one or more texts

Writing
   Pages 140–144, Literary Nonfiction
   • Understand that to write literary nonfiction, the writer needs to become very knowledgeable about the topic

Rehearsing and Planning
• Gather information (with teacher assistance) about a topic from books or other print and media resources while preparing to write about it

⑧ Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Writing
   Pages 142–144, Organization
   • Organize information into categories

Rehearsing and Planning
• Look for ideas and topics in personal experiences, shared through talk
• Observe carefully events, people, settings and other aspects of the world to gather information on a topic
• Take notes or make sketches to help in remembering information
• Gather information (with teacher assistance) about a topic from books or other print and media resources while preparing to write about it

⑨ (Begeins in grade 4)
Grade 3

Range of Writing

1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing

Pages 141–145, Test Writing
- Write focused responses to questions and to prompts

Rehearsing and Planning
- Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan
- Write to meet the needs of a specific reader or audience

Drafting and Revising
- Reread each day before writing more

Viewing Self as Writer
- Write in a variety of genres across the year
- Self-evaluate own writing and talk about what is good about it and what techniques were used
- Produce a reasonable quantity of writing within the time available

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-lead) with diverse partners on Grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.)

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

d. Explain their own ideas and understanding in light of the discussion.

Oral, Visual, and Technological Communication

Pages 200–201, Speaking and Listening

Social Interaction
- Listen attentively to presentations by the teacher and fellow students and be able to identify the main idea

Extended Discussion
- Understand and interpret information presented in media

Presentation
- Ask clear questions during small-group and whole-class discussion

Content
- Provide reasons and argue for a point, using evidence

2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Oral, Visual, and Technological Communication

Pages 200–201, Presentation

Media
- Identify and acknowledge sources of the information included in oral presentations

3. Ask and answer question about information from a speaker, offering appropriate elaboration and detail.

Oral, Visual, and Technological Communication

Pages 200–201, Speaking and Listening

Extended Discussion
- Ask questions for clarification to gain information

Presentation and Knowledge of Ideas

4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Oral, Visual, and Technological Communication

Pages 200–201, Presentation

Voice
- Vary the Voice to emphasize important aspects of events or people

Ideas and Content
- Make brief oral reports that demonstrate understanding of a topic
- Demonstrate understanding of a topic by providing relevant facts and details
Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language Standards 1 and 3 on pages 28 and 29 for specific expectations.)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize appropriate words in titles.

b. Use commas in addresses.

c. Use commas and quotation marks in dialogue.

d. Form and use possessives.

e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

f. Use spelling patterns and generalizations (e.g., word families, positions-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English Grammar and usage when writing or speaking.
   a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
   b. Form and use regular and irregular plural nouns
   c. Use abstract nouns (e.g., childhood)
   d. Form and use regular and irregular verbs
   e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses
   f. Ensure subject-verb and pronoun antecedent agreement
   g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified
   h. Use coordinating and subordinating conjunctions
   i. Produce simple, compound, and complex sentences.
Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Choose words and phrases for effect.
   b. Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on Grade 3 reading and Content, choosing flexibly from a range of strategies.
   a. Use sentence-level context as a clue to the meaning of a word or phrase.
   b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
   c. Use a known root word as a clue to the meaning of an unknown word with the same root (E.g., company, companion)
   d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Guided Reading
   Pages 302–303, Level M, Thinking Within the Text
   • Use the context of a sentence, paragraph, or whole text to determine the meaning of a word
   • Solve words of two or three syllables, many words with inflectional endings and complex letter-sound relationships
   • Connect words that mean the same or almost the same to help understanding a text and acquiring new vocabulary
   • Use readers' tools (table of Contents, headings, glossary, chapter titles, and author’s notes) to gather information

Phonics, Spelling, and Word Study
   Pages 226–227
   • Recognize and use synonyms (words that mean about the same, begin/start, close/shut)
   • Recognize and use words with multiple meanings (beat, run, play)

Phonics, Spelling, and Word Study
   Pages 200–201
   • Use language appropriate to oral presentation words (rather than literary language or slang)
   • Use Content-specific words when needed to explain a topic

6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

5. Demonstrate understanding of word relationships and nuances in word meanings.
   a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
   b. Identify real-life connections between words and their use (e.g., take steps)
   c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
The Continuum of Literacy Learning, PreK–8 consists of seven different learning continua and provides a detailed and comprehensive list of behaviors and understandings to notice, teach, and support at each grade level and A–Z text level. The following grids align specific statements of behaviors and understandings from The Continuum of Literacy Learning, PreK–8 with broad requirements from the Common Core Standards. We chose only a few examples to demonstrate the strong relationship between the Common Core Standards and the Continuum.

### Key Ideas and Details

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

   **Interactive Read-Aloud and Literature Discussion**
   Page 32–33, Thinking Beyond the Text
   - Form implicit questions and search for answers in the text while listening and during discussion

   **Guided Reading**
   Page 322–323, Level R, Thinking Within the Text
   - Identify important ideas in a text (including some longer and more complex narratives) and report them in an organized way, either orally or in writing
   
   **Thinking About the Text**
   - State opinions about a text and show evidence to support them

   **Writing About Reading**
   Page 88–89, Thinking Beyond the Text
   - Provide specific examples and evidence from personal experience to support

2. **Determine a theme of a story, drama, or poem from details in the text; summarize the text.**

   **Interactive Read-Aloud and Literature Discussion**
   Page 32–33, Thinking Beyond the Text
   - Notice and remember attributes and actions that will help in understanding character development

   **Guided Reading**
   Page 322–323, Level R, Thinking Beyond the Text
   - Apply inferring to multiple characters and complex plots, with some subplots

   **Writing About Reading**
   Page 88–89, Thinking Within the Text
   - Provide details that are important to understanding the relationships among plot, setting, and character traits

### Craft and Structure

3. **Describe in depth a character, setting, or event in a story or drama, drawing on specific details of the text (e.g., a character’s thoughts, words, or actions).**

   **Interactive Read-Aloud and Literature Discussion**
   Page 32–33, Thinking Beyond the Text
   - Notice and remember attributes and actions that will help in understanding character development

   **Guided Reading**
   Page 322–323, Level R, Thinking Beyond the Text
   - Apply inferring to multiple characters and complex plots, with some subplots

   **Writing About Reading**
   Page 88–89, Thinking Within the Text
   - Provide details that are important to understanding the relationships among plot, setting, and character traits

4. **Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).**

   **Interactive Read-Aloud and Literature Discussion**
   Page 32–33, Thinking Within the Text
   - Notice and remember details of the setting and discuss the impact of the setting on characters and problem

   **Guided Reading**
   Page 326–327, Level S, Thinking Within the Text
   - Understand connotative meaning and figurative use of words
   
   **Thinking About the Text**
   - Recognize the use of figurative language or descriptive language (or special types of language such as irony) and talk about how it adds to the quality (enjoyment and understanding) of a text

   **Writing About Reading**
   Page 88–89, Thinking Within the Text
   - Include details that show a character’s traits
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Interactive Read-Aloud and Literature Discussion
Page 32–33, Thinking About the Text
- Recognize and discuss the differences between narrative and other structures

Guided Reading
Page 326–327, Level S, Thinking About the Text
- Notice and discuss aspects of genres
- Notice combined genres in hybrid text

Writing About Reading
Page 88–89, Thinking Beyond the Text
- Make connections to other texts by topic, major ideas, authors’ styles, and genres

6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Interactive Read-Aloud and Literature Discussion
Page 32–33, Thinking About the Text
- Recognize the narrator of the text and discuss how the choice of first or third person point of view contributes to the effectiveness of the writing

Guided Reading
Page 318–319, Level Q, Thinking About the Text
- Identify point of view

Integration of Knowledge and Ideas

7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Interactive Read-Aloud and Literature Discussion
Page 32–33, Thinking About the Text
- Recognize and discuss the artistic aspects of a text, including how illustrations and narrative from a cohesive whole

Writing About Reading
Page 88–89, Thinking Beyond the Text
- Interpret and respond to illustrations
- Derive and record information from graphics

Oral, Visual, and Technological Communication
Page 202–203, Speaking and Listening
- Summarize ideas from oral presentations or reading
Technology
- Draw information from both text (print) and nontext (photos, sound effects, animation, illustrations, variation in font and color) elements

8. (Not applicable to literature)

9. Compare and contrast the treatment of similar themes and topics (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Interactive Read-Aloud and Literature Discussion
Page 32–33, Thinking Beyond the Text
- Make connections to other texts by topic, major ideas, authors’ styles, and genres

Guided Reading
Page 318–319, Level Q, Thinking Beyond the Text
- Use knowledge form one text to help in understanding diverse cultures and setting encountered in new texts

Writing About Reading
Page 88–89, Thinking Beyond the Text
- Make connections to other texts by topic, major ideas, authors’ styles, and genres

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Interactive Read-Aloud and Literature Discussion
Page 32–33, Thinking Beyond the Text
- Apply background knowledge gained from experience, Content study, and wide reading

Guided Reading
Page 318–319, Level Q, Thinking About the Text
- Express tastes and preferences in reading and support choices with specific descriptions of text features (plot, use of language, kinds of characters, genres)

Writing About Reading
Page 88–89, Thinking About the Text
- State opinions about texts including specific rationales for thinking

Oral, Visual, and Technological Communication
Page 202–203, Technology
- Use technology tools for research and problem solving across curriculum areas
Key Ideas and Details

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

Interactive Read Aloud and Literature Discussion
Page 32, Thinking Beyond the Text
• Support Thinking Beyond the Text with specific evidence based on personal experience or knowledge or evidence from the text

Guided Reading
Page 318, Level Q, Thinking Within the Text
• Sustain attention to a text read over several days, remembering details and revising interpretations as new events are encountered

Thinking Beyond the Text
• Infer causes of problems or of outcomes in fiction and nonfiction text

Writing About Reading
Page 89, Thinking About the Text
• Provide specific examples and evidence (either orally or in writing) to support written statements about the quality, accuracy, or craft of a text.

2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Interactive Read Aloud and Literature Discussion
Page 32, Thinking Beyond the Text
• Support Thinking Beyond the Text with specific evidence based on personal experience or knowledge or evidence from the text

Guided Reading
Page 325, Level R, Thinking Within the Text
• Identify important ideas in a text (including some longer and more complex narratives) and report them in an organized way, either orally or in writing

Page 327, Level S, Thinking About the Text
• Identify main ideas and supporting details

Writing About Reading
Page 89, Thinking About the Text
• Include appropriate and important details when Summarizing texts.
• Write summaries that reflect literal understanding of text

3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Writing About Reading
Page 89, Thinking Within the Text
• Include important details from the Content of an informational text

Oral, Visual, and Technological Communication
Page 203, Ideas and Content
• Demonstrate understanding of an informational topic through formal

Craft and Structure

4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to Grade 4 topics and subject area.

Interactive Read Aloud and Literature Discussion
Page 32, Thinking Within the Text
• Add new vocabulary words to known words and use them in discussion and in writing
• Recognize and actively work to learn the meaning of new vocabulary words, including complex, specialized, and technical words

Guided Reading
Page 325, Level R, Thinking Within the Text
• Notice new and interesting words, record them, and actively add them to speaking or writing vocabulary
• Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing ending and prefixes)
• Solve Content-specific words and technical words using graphics and definitions embedded in the text as well as background knowledge

Writing About Reading, Page 89
Thinking Within the Text
• Purposefully acquire vocabulary from text and use new words in talk and writing (including technical words)

5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Interactive Read Aloud and Literature Discussion
Page 32, Thinking About the Text
• Notice and understand text structure including description, temporal sequence, comparison and contrast, cause and effect, and problem and solution
• Notice how the writer has organized an informational text (categories and subcategories, sequence, and others)

Guided Reading
Page 318, Level Q, Thinking About the Text
• Understand, talk about, and/or write or draw when a writer has used underlying Organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect)

Writing About Reading
Page 89, Thinking About the Text
• Show how a text is organized
• Show awareness of temporal sequence, compare and contrast, cause and effect, and problem and solution
• Comment on how layout contributes to the meaning and effectiveness of both fiction and nonfiction texts
Grade 4

Standard Two—Reading: Informational Texts

6. Compare and contrasts a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Interactive Read Aloud and Literature Discussion
Page 32, Thinking Beyond the Text
- Identify and discuss cultural and historical perspectives that are in conflict in the text or that are different from their own perspective

Guided Reading
Page 318, Level Q, Thinking Beyond the Text
- Demonstrate changing perspective as events in a story unfold, particularly applied to people and cultures different from the reader's own

Writing About Reading
Page 89, Thinking About the Text
- Identify and discuss cultural and historical perspectives that are in conflict in the text or that are different from their own perspective

Guided Reading
Page 327, Level S, Thinking Beyond the Text
- Draw conclusions from information

7. Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Interactive Read Aloud and Literature Discussion
Page 32, Thinking About the Text
- Notice and discuss why the writer used graphic features such as labels, heading, subheading, sidebars, legends

Guided Reading
Pages 318–19, Level Q, Thinking Beyond the Text
- Use a full range of readers' tools to search for information (table of Contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references)
  Thinking About the Text
- Assess how graphics add to the quality of the text or provide additional information

Oral, Visual, and Technological Communication
Page 203, Gathering Information/Research
- Draw information from both text (print) and non-text (photos, sound effects, animation, illustrations, variation in font and color) elements
- Use technology tools for research and problem solving across curriculum areas

Writing About Reading
Page 89, Thinking About the Text
- Include appropriate and important details when summarizing texts.
  - Write summaries that reflect literal understanding of text

8. Explain how an author uses reasons and evidence to support particular points in a text.

Interactive Read Aloud and Literature Discussion
Page 33, Thinking About the Text
- Think critically about informational texts in terms of quality of writing, accuracy, and the logic of conclusions.
- Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text.

Guided Reading
Pages 322–323, Level R, Thinking Within the Text
- Identify main ideas and supporting details

Writing About Reading
Page 89, Thinking Within the Text
- Include appropriate and important details when summarizing texts.
  - Write summaries that reflect literal understanding of text

9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Interactive Read Aloud and Literature Discussion
Page 32, Thinking Beyond the Text
- Make connections to other texts by topic, major ideas, authors' styles, and genres

Guided Reading
Pages 318–19, Level Q, Thinking Beyond the Text
- Make connections between the text and other texts that have been read or heard
  Thinking About the Text
- Identify similarities across texts

Page 322–323, Level R, Thinking Beyond the Text
Mentally form categories of related information and revise them as new information is acquired across the text

Writing About Reading
Page 89, Thinking Within the Text
- Reflect both prior knowledge and evidence from the text in responses to texts

10. By the end of year, read and comprehend informational texts, including history/social studies, science and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Guided Reading
Pages 322–323, Level R, Thinking Within the Text
- Change style and pace of reading to reflect purpose
- Adjust reading to process texts with difficult and complex layout
  Page 323, Level, Thinking About the Text
- Notice aspects of genres
  - Identify main ideas and supporting details

Writing About Reading
Page 89, Thinking Within the Text
- Include appropriate and important details when summarizing texts.
  - Write summaries that reflect literal understanding of text
Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Guided Reading

Pages 322–323 / Level R, Thinking Within the Text

• Solve multisyllabic words (many with three or more syllables) using vowel patterns, phonogram patterns, affixes (prefixes and suffixes), and other word parts

• Understand connotative meanings of words

Page 322, Planning for Word Work after Guided Reading

• Recognize a few easy high-frequency words

• Take apart words with frequently appearing syllable patterns in multisyllabic words (-en- in enter, adventure; -in ago, omen)

• Recognize words that have multiple meanings, homographs and homophones

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

   a. Read on-level text with purpose and understanding.

   b. Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.

   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Guided Reading

Pages 322–323 / Level R, Thinking Within the Text

• Reread to solve words or think about ideas and resume good rate of reading

• Read dialogue with phrasing and expression that reflects understanding of character and events

• Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

   a. Introduce a topic or text clearly, state an opinion, and create an Organizational structure in which related ideas are grouped to support the writer's purpose.

   b. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

   c. Provide a concluding statement or section related to the opinion presented.

Writing

Page 148, Essay

• Begin with a title or opening that tells the reader what is being argued or explained and end with a conclusion

• Provide a series of clear arguments or reasons to support the argument

• Use opinions supported by facts

Organization

• Present ideas clearly and in a logical sequence or categories

• Introduce ideas followed by supportive details and examples

Language Use

• Use a variety of transitions and connections (words, phrases, sentences and paragraphs)

Voice

• Produce expository writing that is persuasive and well constructed, and reveals the stance of the writer toward the topic

Drafting/Revising

• Create paragraphs that group related ideas
② Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

   a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

   b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

   c. Link ideas within categories of information using words and phrases (e.g., another, e.g., also, because).

   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

   e. Provide a concluding statement or section related to the information or explanation presented.

③ Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

   a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

   b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

   c. Use a variety of transitional words and phrases to manage the sequence of events.

   d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

   e. Provide a conclusion that follows from the narrated experiences or events.

Writing

Page 146, Memoir (personal narrative, autobiography)

• Select and write personal experiences as “small moments” or experiences and share thinking and feelings about them

• Describe characters by how they look, what they do, say, and think, and what others say about them

Short fiction

• Understand the structure of narrative, including lead or beginning, introduction of characters, setting, problem, series of events, and ending

• Develop an interesting story with believable characters and a realistic or fantastic plot

• Write using the structure of narrative-characters involved in a plot, with events ordered by time

• End a narrative with a problem solution and a satisfying conclusion

Language Use

• Use concrete sensory details and descriptive language to develop plot (tension and problem resolution) and setting in memoir, biography, and fiction

• Use descriptive language and dialogue to present characters/subjects who appear and develop in memoir, biography, and fiction

Word choice

• Use memorable or vivid words (gigantic, desperate)

• Use words that convey an intended mood or effect

Voice

• Produce narratives that are engaging, honest, and reveal the person behind the writing

Drafting/Revising

• Establish an initiating event in a narrative with a series of events flowing from it

• Establish the situation, plot or problem, and point of view in fiction drafts
**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development and Organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

- Present ideas clearly and in a logical sequence or categories
- Organize information according to purpose
- Clearly communicate main points

**Rehearsing/Planning**
- Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan
- Take audience and purpose into account when choosing a topic
- Understand a range for genres and forms and select from them according to topic and purpose

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**Writing**
- Pages 150–153, Organization
  - Present ideas clearly and in a logical sequence or categories
  - Organize information according to purpose
  - Clearly communicate main points

**Rehearsing/Planning**
- Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan
- Take audience and purpose into account when choosing a topic
- Understand a range for genres and forms and select from them according to topic and purpose

6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**Writing**
- Pages 152–155, Handwriting/Word-Processing
  - Use word processor to get ideas down, revise, edit, and publish
  - Use efficient keyboarding skills to create drafts, revise, edit, and publish

**Editing and Proofreading**
- Use spell check on the computer, monitoring changes carefully
- Use Grammar check on the computer, monitoring changes carefully

**Oral, Visual, and Technological Communication**
- Page 203, General communication
  - Send and respond to email
  - Participate in online learning groups

**Publishing**
- Rapidly and efficiently use keyboarding while working with word-processing programs

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**Writing About Reading**
- Pages 88–89, Information writing
  - Short report utilizing information from one or more texts

**Thinking Within the Text**
- Include important details from the Content of an informational text

**Writing**
- Pages 147–152, Expository nonfiction
  - Understand that feature articles and reports require research and Organization
  - Write with a focus on a topic, including several aspects (e.g., report)

**Rehearsing/Planning**
- Determine when research is necessary to cover a topic adequately
- Conduct research to gather information in planning a writing project (e.g., live interviews, Internet, artifacts, articles, books)
Grade 4

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Writing
Pages 148–154, Essay
• Take topics from stories or everyday observations
Rehearsing/Planning
• Take notes from interviews or observation
• Observe carefully events, people, settings, and other aspects of the world to gather information on a topic
• Create categories of information
• Use notes to record and organize information
• Search for appropriate information from multiple sources (books, and other print materials, websites, interviews)

Drafting/Revising
• Use footnotes to add information

Oral, Visual and Technological Communication
Page 203, Gathering information
• Understand the importance of multiple sites and sources for research

Publishing
• Cite and credit material downloaded from interactive media

Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply Grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]”).

b. Apply Grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Writing about reading
Page 89, Thinking Within the Text
• Provide evidence from the text or personal experience to support written statements about a text
• Represent important information about a fiction text (characters, problems, sequence of events, problem resolution)
• Provide details that are important to understanding the relationship among plot, setting, and character traits
• Reflect both prior knowledge and evidence from the text in responses to text

Thinking Beyond the Text
• Express a wide range of predictions using (and including) information as evidence from the text
• Infer characters' feelings and motivations and include evidence from the text to support thinking

Thinking About the Text
• Provide specific examples and evidence (either orally or in writing) to support written statements about the quality, accuracy or craft of a text
• Write statements of the underlying message or theme of the story and include examples from the text or rationales

Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing
Pages 146–149, Short fiction
• Describe the setting with appropriate detail

Text Writing
• State a point of view and provide evidence

Writing
Pages 150–151, Organization
• Choose a narrative or informational genre and organize the text appropriately

Language Use
• Vary language and style as appropriate to audience and purpose

Rehearsing/Planning
• Use a writer's notebook or booklet as a tool for collecting ideas, experimenting, planning, sketching, or drafting
• Gather a variety of entries (character map, timeline, sketches, observations, freewrites, drafts, lists) in a writer's notebook
• Think through a topic, focus, Organization and audience
• Select from a variety of forms the kind of text that will fit the purpose (books with illustrations and words; alphabet books; label books; poetry books; question and answer books; illustration-only books)

Drafting/Revising
• Provide insight as to why an incident or event is memorable
• Reread and revise the discovery draft or rewrite sections to clarify meaning
• Reread writing to rethink and make changes

Viewing Self as a Writer
• Write in a variety of genres across the year
• View self as a writer
• Notice what makes writing effective and name the craft or technique
• Produce a reasonable quantity of writing within the time available
• Compare previous to revised writing and notice and talk about the differences
• Self-evaluate pieces of writing in light of what is known about a genre
Standard Five—Speaking and Listening

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-lead) with diverse partners on Grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
   b. Follow agreed-upon rules for discussions and carry out assigned roles.
   c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
   d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation and Knowledge of Ideas

4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Oral, Visual, and Technological Communication
Pages 202–203, Presentation
Organization
• Make points in logical order, keeping audience in mind
• Sequence ideas, examples, and evidence in a way that shows their relationship

5. Add audio recordings and visual displays to presentation when appropriate to enhance the development of main ideas or themes.

Oral, Visual, and Technological Communication
Pages 202–203, Technology
Media
• Use visual displays as appropriate (diagrams, charts, illustrations)

6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)

Oral, Visual, and Technological Communication
Pages 202–203, Presentation
Conventions
• Demonstrate the use of specific language for different kinds of presentation (dramatic, narrative, reports, news programs)
Demonstrate command of the conventions of standard English capitalization, punctuations, and spelling when writing.

a. Use correct capitalization.

b. Use commas and quotations marks to mark direct speech and quotations from a text.

c. Use a comma before a coordinating conjunction in a compound sentence.

d. Spell grade-appropriate words correctly, consulting references as needed.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases to convey ideas precisely.

b. Choose punctuation for effect.

c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Writing

Page 150, Conventions

- Use capital letters correctly in dialogue
- Use more complex capitalization with increasing accuracy, such as abbreviations and quotation marks in split dialogue
- Use commas to identify a series and to introduce clauses
- Use spell check on the computer, monitoring changes carefully
- Use a dictionary to check on spelling and meaning

Phonics, Spelling and Word Study

Page 228

- Employ self-monitoring strategies for continually accumulating ability to read and write accurately a large core of high-frequency words (working toward automatic knowledge of the 500 most frequent)

Craft

- Select precise words to reflect the intended message or meaning

Writing Process

- Understand how the writing meets the needs of a specific reader or audience

Oral, Visual, and Technological Communication

Page 202

- Use language appropriate to oral presentation words (rather than literary language or slang)
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and Content, choosing flexibly from a range of strategies.

a. Use context (e.g., definitions, examples, or restatements in a text) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conversation, and endangered when discussing animal preservation).

Writing
Page 150, Craft
• Use words in figurative ways to make comparisons (simile, metaphor)

Phonics, Spelling and Word Study
Page 228
• Recognize and use homographs, homophones, and words with multiple meanings
• Recognize and use words as metaphors and similes to make comparisons

Guided Reading, Level Q
Page 318, Thinking Within the Text
• Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes)
• Use readers’ tools such as glossaries, dictionaries, pronunciation guides to solve words, including difficult proper nouns or technical words

Writing
Page 151, Craft
• Select precise words to reflect the intended message or meaning
• Use range of descriptive word to enhance the meaning
• Use strong verbs (more descriptive or interesting than words typically used; e.g., hurled instead of threw)

Phonics, Spelling and Word Study
Page 228
• Employ self-monitoring strategies for continually accumulating ability to read and write accurately a large core of high-frequency words (working toward automatic knowledge of the 500 most frequent)
The Continuum of Literacy Learning, PreK–8 consists of seven different learning continua and provides a detailed and comprehensive list of behaviors and understandings to notice, teach and support at each grade level and A–Z text level. The following grids align specific statements of behaviors and understandings from The Continuum of Literacy Learning, PreK–8 with broad requirements from the Common Core Standards. We chose only a few examples to demonstrate the strong relationship between the Common Core Standards and the Continuum.

Grade 5

Standard One—Reading: Literature

Key Ideas and Details

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

Interactive Read–Aloud and Literature Discussion
Page 36–37, Thinking Within the Text
- Remember where to find information in more complex texts so opinions and theories can be checked through revisiting

Guided Reading
Page 334–335, Level U, Thinking Beyond the Text
- Support predictions with evidence from the text or from knowledge of genre
- Draw conclusions and find evidence to support ideas

Writing About Reading
Page 90–91, Thinking Within the Text
- Provide evidence of understanding complex plots with multiple events and characters in responses to read and in-text summaries

2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Interactive Read–Aloud and Literature Discussion
Page 36–37, Thinking About the Text
- Notice the writer’s use of language (or the illustrator’s use of art) to evoke sensory images, feeling, and mood

Guided Reading
Page 334–335, Level U, Thinking Beyond the Text
- Notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of a text

Thinking Beyond the Text
Page 330–331, Level T
- In texts with multiple complex characters, infer traits, motivations, and changes through examine how the writer describe them, what they do, what they say and think, and what other characters say about them

Writing About Reading
Page 90–91, Thinking About the Text
- Show awareness of a writer’s use of figurative language and sensory imagery

Craft and Structure

3. Compare and contrast two or more characters, setting, or events in the text (e.g., a character’s thoughts, words, or actions).

Interactive Read–Aloud and Literature Discussion
Page 36–37, Thinking Beyond the Text
- Maintain memory of many different texts and use them as resources for Making Connections

Guided Reading
Page 334–335, Level U, Thinking Beyond the Text
- Connect characters across texts by circumstances, traits, or actions

Writing About Reading
Page 90–91, Thinking Beyond the Text
- Show connections between the setting, characters, and events of a text and reader’s own personal experiences

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Interactive Read–Aloud and Literature Discussion
Page 36–37, Thinking About the Text
- Notice the writer’s use of language (or the illustrator’s use of art) to evoke sensory images, feeling, and mood

Guided Reading
Page 334–335, Level U, Thinking Beyond the Text
- Notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of a text

Thinking Beyond the Text
Page 330–331, Level T
- In texts with multiple complex characters, infer traits, motivations, and changes through examine how the writer describe them, what they do, what they say and think, and what other characters say about them

Writing About Reading
Page 90–91, Thinking About the Text
- Show awareness of a writer’s use of figurative language and sensory imagery

5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Interactive Read–Aloud and Literature Discussion
Page 36–37, Thinking About the Text
- Recognize and discuss the artistic aspects of a text, including how illustrations and narrative form a cohesive whole
Guided Reading
Page 334–335, Level U, Thinking About the Text
- Understand when a writer has combined underlying Organizational structures (description, compare and contrast, temporal sequence, problem and solution, cause and effect)

Writing About Reading
Page 90–91, Thinking About the Text
- Show how a text is organized

6. Describe how a narrator's or speaker's point of view influenced how events are described.

Interactive Read-Aloud and Literature Discussion
Page 36–37, Thinking About the Text
- Recognize the writer's choice of first, second, or third person and discuss and hypothesize the reasons for this decision

Guided Reading
Page 334–335, Level U, Thinking About the Text
- Identify multiple points of view

Writing About Reading
Page 90–91, Thinking About the Text
- Recognize the narrator and discuss how the choice of first or third person point of view affects the reader

Integration of Knowledge and Ideas

7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Guided Reading
Page 334–335, Level U, Thinking About the Text
- Notice and discuss how the author or illustrator has used illustrations and other graphics to convey meaning or create mood

Oral, Visual, and Technological Communication
Page 204–205, Presentation
- Identify and acknowledge sources of the information included in oral presentation
- Use visual displays (diagrams, charts, illustrations, technology, multimedia) in ways that are clearly related to and extend the topic of a presentation

Writing About Reading
Page 90–91, Thinking Within the Text
- Access information from both print and graphics

9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Interactive Read-Aloud and Literature Discussion
Page 36–37, Thinking About the Text
- Recognize similarities across texts (Organization, style, theme)

Guided Reading
Page 334–335, Level U, Thinking About the Text
- Notice aspects of genre
Page 338–339, Level V
- Discuss the selection of genre in relation to inferred writer's purpose for a range of text

Writing About Reading
Page 90–91, Thinking Beyond the Text
- Make connections among the ideas in a text and among other texts on the same topic or by the same writers

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of grades 4–5 text complexity band independently and proficiently.

Interactive Read-Aloud and Literature Discussion
Page 36–37, Thinking About the Text

Guided Reading
Page 334–335, Level U, Thinking About the Text
- Evaluate how the writer has used illustrations and print to convey big ideas
Page 338–339, Level V
- Evaluate the text in terms of readers' own experience as preadolescents

Writing About Reading
Page 90–91, Thinking About the Text
- Use knowledge of genre to write about the quality or characteristics of text

(Not applicable to literature)
Key Ideas and Details

1. Quote accurately from a text when to explain what the text says explicitly when drawing inferences from the text.

Interactive Read-Aloud and Literature Discussion
Pages 36–37, Thinking Within the Text
- Remember where to find information in more complex texts so opinions and theories can be checked through revisiting

Thinking Beyond the Text
- Form implicit questions and search for answers in the text while listening and during discussion

Writing About Reading
Page 91, Thinking Beyond the Text
- Support Thinking Beyond the Text with specific evidence from the text or personal knowledge

2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Interactive Read-Aloud and Literature Discussion
Pages 36–37, Thinking Beyond the Text
- Support Thinking Beyond the Text with specific evidence based on personal experience or knowledge or evidence from the text
- Make connections to other texts by topic, major ideas, authors’ styles, and genres

Guided Reading
Pages 330–335, Level T, Thinking Within the Text
- Identify important ideas and information (longer texts with chapters and sometimes multiple texts)
- Organize important information in summary form in order to remember and use them as background knowledge in reading or for discussion and writing.

Writing About Reading
Page 91, Thinking Within the Text
- Include appropriate and important details when Summarizing texts
- Provide evidence from the text or from personal experience to support written statements about a text

3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information from the text.

Interactive Read-Aloud and Literature Discussion
Pages 36–37, Thinking Beyond the Text
- Make connections between the lives and motivations of characters and their own lives, even if the setting is a fantasy world or in the past
- Draw conclusions from information

Guided Reading
Pages 334–335, Level U, Thinking Beyond the Text
- Specify the nature of connection (topic, Content, type of story, writer)

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.

Interactive Read-Aloud and Literature Discussion
Pages 36–37, Thinking Within the Text
- Add new vocabulary words to known words and use them in discussion in writing
- Recognize and actively work to learn the meaning of new vocabulary words, including complex, specialized, and technical words

Thinking About the Text
- Use specific vocabulary to talk about texts (see Page 37 for specific vocabulary)

Guided Reading
Pages 334–335, Level U, Thinking Within the Text
- Notice new and useful words and intentionally record and remember them to expand oral and written vocabulary

Writing About Reading
Page 91, Thinking About the Text
- Use specific vocabulary to write about text

5. Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Interactive Read-Aloud and Literature Discussion
Pages 36–37, Thinking About the Text
- Notice and understand when the writer uses description, temporal sequence, comparison and contrast, cause and effect, and problem and solution
- Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text
- Understand and discuss how layout contributes to the meaning and effectiveness of both fiction and nonfiction texts

Guided Reading
Pages 338–339, Level V, Thinking Beyond the Text
- Make connections between the text and other texts that have been read or heard (particularly text with diverse settings) and demonstrate in writing
- Compare and connect texts within genres and across genres

Writing About Reading
Page 91, Thinking About the Text
- Comment on how layout contributes to the meaning and effectiveness of both fiction and nonfiction texts
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Interactive Read-Aloud and Literature Discussion
Pages 36–37, Thinking About the Text
- Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text
- Derive the author’s purpose and stance even when implicitly stated

Guided Reading
Pages 330–335, Level U, Thinking About the Text
- Identify similarities across text
- Identify multiple points of view

Integration of Knowledge and Ideas

7. Draw information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Guided Reading
Pages 330–331, Level T
- Use a full range of readers’ tools to search for information (table of Contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references)

Oral, Visual, and Technological Communication
Pages 204–205, Gathering Information/Research
- Draw information from both text (print) and non-text (photos, sound effects, animation, illustrations, variation in font and color) elements
- Locate and validate information on the Internet (from the approved sites)
- Understand the importance of multiple sites and resources for research

8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points(s).

Writing About Reading
Page 91, Thinking About the Text
- Note the different ways the nonfiction writer organized and provided information
- Integration information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Interactive Read-Aloud and Literature Discussion
Pages 36–37, Thinking About the Text
- Recognize similarities across texts (Organization, style, theme)

Guided Reading
Pages 330–335, Level T, Thinking Beyond the Text

9. Integrate existing Content knowledge with new information from a text to consciously create new understandings.

Writing About Reading
Page 91, Thinking Beyond the Text
- Make connections among the ideas in a text and among the other text on the same topic or by the same writers
- Specify the nature of connections in discussion and in writing

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the Grade 4–5 text complexity band independently and proficiently.

Interactive Read-Aloud and Literature Discussion
Pages 36–37, Thinking Beyond the Text
- Maintain memory of many different text and use them as resources for Making Connections

Thinking About the Text
- Think critically about informational texts in terms of quality of writing, accuracy, and the logic of conclusions

Guided Reading
Pages 326–327, Level S, Thinking About the Text
- Use a full range of readers’ tools to search for information (table of Contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references)
- Sustain attention to a text read over several days, remembering details and revisiting interpretions as new events are encountered

Thinking Beyond the Text
- Make connections between the text and other texts that have been read or heard and demonstrate in writing
- Infer causes of problem or of outcomes in fiction and nonfiction texts

Writing About Reading
Pages 90–91, Thinking Within the Text
- Include appropriate and important details when summarizing texts
- Provide evidence from the text or from personal experience to support written statements about a text
- Purposefully acquire vocabulary from text and use new words in talk and writing (including technical words)

Thinking Beyond the Text
- Make connections between historical and cultural knowledge and a text
- Support Thinking Beyond the Text with specific evidence from the text or personal knowledge
Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Word Solving Actions
   • Break words into syllables to read or write them
   • Recognize base words and remove prefixes and suffixes to break them down and solve them
   • Use word parts to derive the meaning of a word

Guided Reading
   • Demonstrate ability to use automatically and flexibly a wide range of word-solving strategies (e.g., dividing words into syllables, using phonograms within multi-syllable words, using word parts, using prefixes and affixes, and connecting words to known words).
   • Using word-solving strategies, background knowledge, graphics, text context, and readers’ tools (glossaries, dictionaries) to solve words, including Content specific and technical words

Planning for Word Work in the Guided Reading
   • Notice and use word roots (Greek and Latin) to take apart words (commune: community, communicate, communism)

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
   a. Read on-level text with purpose and understanding.
   b. Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Guided Reading
   • Reread to solve words or think about ideas and resume good rate of reading
   • Read dialogue with phrasing and expression that reflects understanding of character and events
   • Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   a. Introduce a topic or text clearly, state an opinion, and create an Organizational structure in which ideas are logically grouped to support the writer's purpose.
   b. Provide logically ordered reasons that are supported by facts and details.
   c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
   d. Provide a concluding statement or section related to the opinion presented.

Writing
   • Begin with a title or opening that tells the reader what is being argued or explained and conclude with a summary
   • Provide a series of clear arguments or reasons to support the argument
   • Write a logical, thoughtful ending
   • Write well-crafted sentences that express the writer’s convictions

Organization
   • Present ideas clearly and in a logical sequence or categories
   • Support ideas with facts, details, examples, and explanations from multiple authorities

Language Use
   • Use language to establish a point of view

Voice
   • Produce expository writing that is persuasive and well constructed, and reveals the stance of the writer toward the topic

Grammar
   • Use conventional sentence structure for complex sentences with embedded clauses and phrases

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
   b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
   c. Link ideas within and across categories of information using words, phrases, clauses (e.g., in contrast, especially).
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented.

### Writing About Reading

**Pages 157–165, Literary Nonfiction**

- Use headings and subheadings to organize different parts and guide the reader
- Include features (e.g., table of Contents, boxes of facts set off from the text, diagrams, charts) and other tools (e.g., glossary) to provide information to the reader

**Expository Nonfiction**

- Understand that a report has an introductory section, followed by more information in categories or sections
- Understand that a feature article begins with a lead paragraph with more detailed information in subsequent paragraphs, and a conclusion
- Understand that feature articles and reports require research and organization
- Present information in categories, organized logically
- Use quotes from experts (written texts, speeches or interviews)
- Use new vocabulary specific to the topic

**Organization**

- End an informational text with a thoughtful or enlightening conclusion
- Support ideas with facts, details, examples, and explanations from multiple authorities
- Use a variety of underlying structures to present different kinds of information (established sequence, temporal sequence, compare and contrast, problem and solution, and cause and effect)

**Idea Development**

- Engage the reader with ideas that show strong knowledge of the topic

**Word Choice**

- Select precise words to reflect what the writer is trying to say

**Rehearsing and Planning**

- Stay focused on a topic to produce a longer, well-organized piece of writing

**Sketching and Drawing**

- Create sketches and drawings that are related to the written text and increase reader’s understanding and enjoyment

### Writing

**Pages 156–163, Memoir (personal narrative, autobiography)**

- Understand a personal narrative as a type of memoir that tells a story from the writer’s life
- Understand memoir as a brief, often intense, memory of an event or a person with reflection
- Write an engaging lead that captures interest and foreshadows the content
- Write an ending that fits the piece

**Short Fiction**

- Understand fiction as a short story about an event in the life of the main character
- Understand the elements of fiction, including setting, problem, characters, and problem resolution
- Understand the structure of narrative, including lead or beginning, introduction of characters, setting, problem, series of events, and ending
- Describe characters by how they look, what they do, say, and think, and what others say about them
- Develop an interesting story with believable characters and a realistic plot (realistic fiction) or a fantastic plot (fantasy)
- With fantasy, include imaginative character, setting, and plot elements

**Idea Development**

- Provide details that are accurate, relevant, interesting, and vivid

**Language Use**

- Use concrete sensory details and descriptive language to develop plot (tension and problem resolution) and setting in memoir, biography and fiction
- Use descriptive language and dialogue to present characters who appear and develop in memoir, biography and fiction
- Use language to show feelings of characters or elicit feelings from readers

**Word Choice**

- Use transitional words for time flow (eventually, suddenly)

**Voice**

- Produce narratives that are engaging, honest, and reveal the person behind the writing

**Drafting/Revising**

- Establish an initiating event in a narrative with a series of events flowing from it

---

- **Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

  a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

  b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
Production and Distribution of Writing

4 Produce clear and coherent writing in which the development and Organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Writing

Pages 159–163, Hybrid Texts (mixed genres)

• Select different genres with a clear purpose in mind

Organization

• Choose a narrative or informational genre and organize the text appropriately
• Organize information according to purpose

Rehearsing/Planning

• Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan
• Write with a specific reader or audience in mind
• Select from a variety of forms the kind of text that will fit the purpose (books with illustrations and words; alphabet books; label books; poetry books; question and answer books; illustration-only books)

5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Writing

Pages 162–165, Rehearsing/Planning

• Generate and expand ideas through talk with peers and teacher
• Get ideas from other books and writers about how to approach a topic

Drafting/Revising

• Understand the role of the writer, teacher or peer writer in conference
• Understand revision as a means for making written messages stronger and clearer to readers
• Change writing in response to peer or teacher feedback
• Understand that a writer rereads and revises while drafting (recursive process)

Editing/Proofreading

• Understand that the writer shows respect for the reader by applying what is known about conventions
• Know how to use an editing and proofreading checklist

Viewing Self as a Writer

• Take risks as a writer
• Discuss what one is working on as a writer in the writing conference
• Self-evaluate own writing and talk about what is good about it and what techniques were used
• Seek feedback on writing
• Suggest possible revisions to peers

6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Writing

Pages 162–164, Handwriting/Word-Processing

• Use word-processing with understanding of how to produce and vary text (layout, font, special techniques)
• Use efficient keyboarding skills to create, drafts, revise, edit, and publish
• Create website entries and articles with appropriate text layout, graphics, and access to information through searching
• Make wide use of computer skills in presenting text (text, tables, graphics, multimedia)

Editing and Proofreading

• Use Grammar check on the computer, monitoring changes carefully
• Use spell check on the computer, monitoring changes carefully

Oral, Visual, and Technological Communication

Page 205, General Communication

• Send and respond to email messages, varying level of formality appropriate to audience
• Participate in online learning groups

Gathering Information

• Use technology tools for research, problem solving across curriculum areas

Publishing

• Scan materials, such as photos, to incorporate into reports and nonlinear presentations
• Rapidly and efficiently use keyboarding while working with word-processing programs
• Use a variety of technology tools (dictionary, thesaurus, Grammar checker, calculator, spell checker) to maximize the accuracy of technology-produced products

Research to Build and Present Knowledge

7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Writing

Pages 157–163, Literary Nonfiction

• Understand that to write literary nonfiction, the writer needs to become very knowledgeable about the topic

Expository Nonfiction

• Write with a focus on a topic, including several aspects (report)

Rehearsing/Planning

• Explore knowledge about a topic using a list or web
• Choose a topic that is significant
• Conduct research to gather information in planning a writing project (e.g., live interviews, Internet, artifacts, articles, books)
• Search for appropriate information from multiple sources (books and other print materials, websites, interviews)
Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**Writing About Reading**  
*Page 91, Thinking Within the Text*  
- Include appropriate and important details when summarizing texts  
- Make note of important or new information while reading nonfiction  
- Write summaries that reflect literal understanding of a text

**Writing**  
*Pages 158–163, Essay*  
- Take topics from stories or everyday observations

**Rehearsing/Planning**  
- Use a writer's notebook or booklet as a tool for collecting ideas, experimenting, planning, sketching or drafting  
- Gather a variety of entries (character map, timeline, sketches, observations, freewrites, drafts, lists) in a writer's notebook  
- Observe carefully events, people, settings, and other aspects of the world to gather information on a topic  
- Use texts, including those found on the internet, to get ideas on a topic  
- Use notes to record and organize information  
- Select and include only the information that is appropriate to the topic and to the category  
- Record sources of information for citation

**Oral, Visual and Technological Communication**  
*Page 205, Publishing*  
- Cite and credit material downloaded from interactive media

**Thinking Beyond the Text**  
- Support Thinking Beyond the Text with specific evidence from the text or personal knowledge  
- Make a wide range of predictions using (and including) information as evidence from the text  
- Infer characters' feelings and motivations and include evidence from the text to support thinking  
- Make connections among the ideas in a text and among other texts on the same topic or by the same writers  
- Reflect diverse perspectives, especially when a text reveals insights into other cultures and parts of the world

**Thinking About the Text**  
- Write statements of the underlying message or theme of the story and include examples from the text or rationales

**Range of Writing**

**Writing**  
*Page 159, Test Writing*  
- Respond to a text in a way that reflects analytic or aesthetic thinking  
- State a point of view and provide evidence

**Writing About Reading**  
*Page 91, Thinking Within the Text*  
- Provide evidence from the text or from personal experience to support written statements about a text  
- Provide details that are important to understanding the relationship among plot, setting, and character traits  
- Provide evidence of understanding complex plots with multiple events and characters in responses to reading and in-text summaries  
- Continuously check with the evidence in a text to ensure that writing reflects understanding  
- Remember significant details from a longer series of events and use them to analyze the story
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Adapt speech to a variety of contexts and task, using formal English when appropriate to task and situation. (See Grade 5, Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English Grammar and usage when writing or speaking.
   a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
   b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
   c. Use verb tense to convey various times, sequences, states, and conditions.
   d. Recognize and correct inappropriate shifts in verb tense.
   e. Use correlative conjunctions (e.g., either/or, neither/nor).

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use punctuation to separate items in a series.
   b. Use comma to separate an introductory element from the rest of the sentence.
   c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
   d. Use underlining, quotation marks, or italics to indicate titles of works.
   e. Spell grade-appropriate words correctly, consulting references as needed.

**Writing**

- Page 160, Craft
  - Use a variety of transitions and connections (words, phrases, sentences, and paragraphs)
  - Use transitional words for time flow (eventually, suddenly)

- Page 160, Conventions
  - Use commas to identify a series, to introduce clauses, and in the direct address of a person
  - Use commas and quotation marks in writing uninterrupted and interrupted dialogue
  - Spell a large number of high-frequency words (500+), a wide range of plurals, and base words with inflectional endings.

**Knowledge of Language**

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
   b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and Content, choosing flexibly from a range of strategies.
   a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
   b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

continued...
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Guided Reading
Pages 334–335, Level U, Thinking Within the Text
- Using word-solving strategies, background knowledge, graphics, text context, and readers’ tools (glossaries, dictionaries) to solve words, including Content specific and technical words.

Phonics, Spelling, and Word Study
Pages 230–231
- Use the context of the sentence, paragraph, or whole text to help determine the precise meaning of a word

Writing
Writing Process, Page 164
- Use thesaurus to search for more interesting words
- Use Grammar check on the computer, monitoring changes carefully

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figurative language, including similes and metaphors, in context.
   b. Recognize and explain in the meaning of common idioms, adages, and proverbs.
   c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Writing
Page 160, Craft
- Use words in figurative ways to make comparisons (simile, metaphor)

Phonics, Spelling, and Word Study
Pages 230–231, Word Meaning
- Recognize and use metaphors that have become traditional sayings and in which the comparisons are not evident

Guided Reading, Level T
Planning for Word Work after Guided Reading Page 330
- Recognize words that have multiple meanings (a form of homograph, major, major), homographs (look the same, sound different: contest, contest), and homophones (sound the same, look different: peel, peal)

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Writing
Page 161, Conventions
- Spell a full range of contractions, plurals, and possessives, and compound words
- Correctly spell words that have been studied (spelling words)
The Continuum of Literacy Learning, PreK–8 consists of seven different learning continua and provides a detailed and comprehensive list of behaviors and understandings to notice, teach and support at each grade level and A–Z text level. The following grids align specific statements of behaviors and understandings from The Continuum of Literacy Learning, PreK–8 with broad requirements from the Common Core Standards. We chose only a few examples to demonstrate the strong relationship between the Common Core Standards and the Continuum.

**STANDARD ONE—READING: LITERATURE**

**Key Ideas and Details**

1. **Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

   **Interactive Read-Aloud and Literature Discussion**
   Page 40–41, Thinking Beyond the Text
   - Support Thinking Beyond the Text with specific evidence based on personal experience, or knowledge or evidence from the text
   - Identify evidence that supports argument
   - Consistently make predictions before, during, and after reading using evidence from the text to support thinking

   **Thinking About the Text**
   - Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text

   **Writing About Reading**
   Page 94–95, Thinking Within the Text
   - Provide evidence of understanding complex plots with multiple events and characters in responses to reading or in-text summaries

2. **Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**

   **Interactive Read-Aloud and Literature Discussion**
   Page 40–41, Thinking About the Text
   - Notice how the writer reveals the underlying messages or the theme of a text (through a character, through plot and events)
   - Derive and critique the moral lesson of a text

   **Writing About Reading**
   Page 94–95, Thinking Within the Text
   - Include appropriate and important details when summarizing texts
   - State an interpretation of the writer’s underlying messages (themes)

   **Guided Reading (Level W)**
   Page 340–343, Thinking Beyond the Text
   - Construct summaries that are concise and reflect the important and overarching ideas and information in texts
   - Infer themes and ideas from illustrations in graphic text

3. **Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.**

   **Interactive Read-Aloud and Literature Discussion**
   Page 40–41, Thinking Within the Text
   - Follow complex plots, tracking multiple events and gathering information about many characters and their traits and relationships
   - Identify and discuss the problem, the events of the story and the resolution

   **Thinking Beyond the Text**
   - Hypothesize and discuss the significance of the setting in character development and plot resolution

   **Writing About Reading**
   Page 94–95, Thinking Within the Text
   - Provide details that are important to understanding the relationship among plot, setting, and character traits

   **Guided Reading (Level W)**
   Page 340–343, Thinking Beyond the Text
   - In texts with multiple complex characters, infer traits, motivations, and changes through examining how the writer describes them, what they do, what they say and think, and what other characters say about them

   **Thinking About the Text**
   - Examine character traits in a complex way, recognizing that they are multidimensional and change over time

4. **Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.**

   **Interactive Read-Aloud and Literature Discussion**
   Page 40–41, Thinking Within the Text
   - Recognize subtle meaning for words used in context
   - Keep flexible definitions of complex words in order to derive new meanings for them or understand figurative or connotative use

   **Thinking About the Text**
   - Notice and provide examples of the ways writers select words to convey precise meaning

   **Writing About Reading**
   Page 94–95, Thinking Within the Text
   - Comment on the author’s word choice and use of language to create subtle shades of meaning and to create the mood
Guided Reading
Page 340–343, Thinking Within the Text
• Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English
• Understand a variety of words that represent big ideas and abstract ideas and concepts
• Understand when a writer uses words in a satirical or symbolic way that changes the surface meaning

Thinking About the Text
• Recognize the use of figurative or descriptive language and talk about how it adds to the quality of a text

Interactive Read-Aloud and Literature Discussion
Page 40–41, Thinking Beyond the Text
• Recognize differentiation of plot structures for different purposes
• Recognize and discuss aspects of narrative structure (beginning, series of events, high point of the story, ending)
• Appreciate poetic and literary texts in terms of language, sentence or phrase construction, and Organization of the text
• Evaluate the effectiveness of author’s use of literary devices such as exaggeration, imagery, and personification

Writing About Reading
Page 94–95, Thinking Beyond the Text
• Recognize and discuss different cultural and historical perspectives

Guided Reading (level W)
Page 340–343, Thinking About the Text
• Compare and contrast multiple points of view

Integration of Knowledge and Ideas

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

Shared and Performance Reading
Page 68–69, Thinking Beyond the Text
• Make connections between plays, scripts, and narratives

Guided Reading (Level W)
Page 340–343, Thinking Beyond the Text
• Make connections between texts and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing

(Not applicable to literature)

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Interactive Read-Aloud and Literature Discussion
Page 40–41, Thinking Within the Text
• Build meaning across several texts (fiction and nonfiction)
Thinking Beyond the Text

• Make connections to their own lives and contemporary issues and problems across all genres, including historical fiction and high fantasy
• Make connections to other texts by topic, major ideas, author’s styles and genres
• Make connections among informational texts and historical fiction and Content area study, using information from one setting to assist comprehending in the other

Guided Reading (Level W)
Page 340–343, Thinking Beyond the Text
• Connect characters within and across texts and genres by circumstances, traits, or actions
• Specify the nature of connections (topic, Content, type of story, writer)

Thinking About the Text

• Think critically about realistic fiction texts in terms of authenticity of characters, accurate portrayal of current issues, appropriate Voice and tone
• Think critically about historical fiction in terms of authentic portrayal of character within the setting and accurate reflection of historical events
• Appreciate poetic and literary texts in terms of language, phrase construction, and Organization of the text

Shared and Performance Reading
Page 68–69, Thinking Within the Text
• Make connections between plays, scripts, and narratives

Guided Reading (Level W)
Page 340–343, Thinking Within the Text
• Change style and pace of reading to reflect purpose
• Change style, pace, and processing to reflect understanding of genre

Thinking About the Text
• Notice and understand aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir and diaries, and other nonfiction, hybrid texts)
• Express tastes and preferences in reading and support choices with specific descriptions of text features (plots, use of language, kinds of characters, genres)

Writing About Reading
Page 94–95, Thinking Beyond the Text
• Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Interactive Read-Aloud and Literature Discussion
Page 40–41, Thinking Within the Text
• Support Thinking Beyond the Text with specific evidence based on personal experience, or knowledge or evidence from the text
• Identify evidence that supports argument

Thinking About the Text
• Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text

Oral, Visual, and Technological Communication
Page 206–207, Speaking and Listening
• Express opinions and support with evidence

Guided Reading (Level W)
Page 340–343, Thinking Beyond the Text
• Make a wide range of predictions using (and including) information as evidence from the text

thinking Beyond the Text
• Support predictions with evidence from the text or from knowledge of genre

Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Interactive Read-Aloud and Literature Discussion
Page 40–41, Thinking Beyond the Text
• Support Thinking Beyond the Text with specific evidence based on personal experience, or knowledge or evidence from the text
• Identify evidence that supports argument

Thinking About the Text
• Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text

Writing About Reading
Page 94–95, Thinking Within the Text
• Continuously check with the evidence in a text to ensure that writing reflects understanding

Thinking Beyond the Text
• Make a wide range of predictions using (and including) information as evidence from the text

Oral, Visual, and Technological Communication
Page 206–207, Speaking and Listening
• Express opinions and support with evidence

Guided Reading (Level W)
Page 340–343, Thinking Beyond the Text
• Support predictions with evidence from the text or from knowledge of genre

2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Interactive Read-Aloud and Literature Discussion
Page 40–41, Thinking About the Text
• Notice how the writer reveals the underlying messages or the theme of a text (through a character, through plot and events)
• Derive and critique the moral lesson of a text

Guided Reading (Level W)
Page 340–343, Thinking About the Text
• Identify main ideas and supporting details

Thinking Within the Text
• Construct summaries that are concise and reflect the important and overarching ideas and information in texts

Thinking Beyond the Text
• Infer the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people’s lives today

Thinking About the Text
• Evaluate how the writer has used illustrations and print to convey big ideas
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Writing About Reading
Page 94–95, Thinking About the Text
- Note specific examples of the writer’s craft (leads, dialogue, definition of terms within the text, divisions of text, use of descriptive language, interesting verbs, ending)
- Analyze a text or group of texts to reveal insights into the writer’s craft (the way the writer reveals characters, or uses symbolism, humor, irony, suspense)
- Note the different ways the nonfiction writer organized and provided information

Oral, Visual, and Technological Communication
Page 206–207, Presentation
- Demonstrate understanding through full development of a topic using facts, statistics, examples, anecdotes, and quotations

Guided Reading (Level W)
Page 340–343, Thinking Beyond the Text
- Infer character’s or subject’s thinking processes and struggles at key decision points in their lives in fiction or biography

Thinking About the Text
- Notice how the author or illustrator has used illustrations and other graphics to convey meaning or create mood

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Interactive Read-Aloud and Literature Discussion
Page 40–41, Thinking Within the Text
- Recognize subtle meaning for words used in context
- Keep flexible definitions of complex words in order to derive new meanings for them or understand figurative or connotative use

Shared and Performance Reading
Page 68–69, Thinking Within the Text
- Notice that words have multiple meanings and use this knowledge to understand a text

Guided Reading (Level W)
Page 340–343, Thinking Within the Text
- Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English
- Understand a variety of words that represent big ideas and abstract ideas and concepts

Thinking About the Text
- Notice how an author uses words in a connotative way (to imply something beyond the literal meaning)

5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Interactive Read-Aloud and Literature Discussion
Page 40–41, Thinking Beyond the Text
- Notice and discuss the information provided in section titles, headings, and subheadings to predict information provided in a text

Thinking About the Text
- Notice and understand when the writer uses description, temporal sequence, comparison and contrast, cause and effect, and problem and solution
- Notice how the writer has organized an informational text (categories and subcategories, sequence, and others) and evaluate the coherence of the Organization

Guided Reading (Levels W)
Page 340–343, Thinking About the Text
- Understand when a writer has combined underlying Organizational structures (description, compare and contrast, temporal sequence, problem and solution, cause and effect)

6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

Interactive Read-Aloud and Literature Discussion
Page 40–41, Thinking About the Text
- Derive the author’s purpose and stance even when implicitly stated

Oral, Visual, and Technological Communication
Page 206–207, Presentation
- Recognize that information is framed by the source’s point of view and use this information to detect bias on websites
- Critically read material published on Internet and compare points of view

Guided Reading (Level W)
Page 340–343, Thinking About the Text
- Critique the biographer’s presentation of a subject, noticing bias
- Analyze texts to determine the writer’s point of view or bias, identifying specific language that reveals bias or qualifies as propaganda
Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Interactive Read-Aloud and Literature Discussion
Page 40–41, Thinking Beyond the Text
• Make connections among informational texts and historical fiction and Content area study using information from one setting to assist comprehending in the other

Oral, Visual, and Technological Communication
PAGE 206–207, GATHERING INFORMATION
• Draw information from both text(print) and nontext (photos, sound effects, animation, illustrations, variation in font and color) elements
• Locate and validate information on the Internet (from approved sites)
• Understand the importance of multiple sites and resources for research

Guided Reading (Level W)
Page 340–343, Thinking Within the Text
• Search for and use information in a wide range of graphics and integrate with information from print(e.g., pictures, captions, diagrams, illustrations with labels, maps, charts)

Thinking Beyond the Text
• Make connections between the social and moral issues of today and those presented in realistic and historical fiction, in biography, and in the imaginary worlds of high fantasy
• Build meaning across several texts (fiction and nonfiction)
• Mentally form categories of related information and revise them as new information is acquired across the text
• Integrate existing Content knowledge with new information from a text to consciously create new understandings

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Interactive Read-Aloud and Literature Discussion
Page 40–41, Thinking Beyond the Text
• Identify evidence that supports argument

Thinking About the Text
• Critically analyze the quality of a poem or work of fiction or nonfiction, offering rationales for points

Writing About Reading
Page 94–95, Thinking About the Text
• Write statements that reflect understanding of both the text body and graphics and the integration of the two

Guided Reading (Level W)
Page 340–343, Thinking About the Text
• Process long sentences (thirty or more words) with embedded phrases and clauses
• Process texts with a variety of complex layouts and with some pages of dense print and some printed in columns
• Change style and pace of reading to reflect purpose
• Change style, pace, and processing to reflect understanding of genre

Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Interactive Read-Aloud and Literature Discussion
Page 40–41, Thinking Within the Text
• Build meaning across several texts (fiction and nonfiction)

Writing About Reading
Page 94–95, Thinking Beyond the Text
• Show connections by using graphic organizers, drawings, or writing to other texts by topic, major ideas, author’s styles, and genres

Guided Reading (Level W)
Page 340–343, Thinking Beyond the Text
• Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing
• Connect characters within and across texts and genres by circumstances, traits, or actions
• Specify the nature of connections (topic, Content, type of story, writer)

Thinking About the Text
• Identify similarities across texts (concepts, theme, style, Organization)

By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Interactive Read-Aloud and Literature Discussion
Page 40–41, Thinking Within the Text
• Self-monitor understanding and ask questions when meaning is lost

Thinking Beyond the Text
• Make connections to their own lives and contemporary issues and problems across all genres, including historical fiction and high fantasy
• Change opinions or understandings based on new information or insights gained from fiction or nonfiction texts

Writing About Reading
Page 94–95, Thinking About the Text
• Critically analyze the quality of a poem or work of fiction or nonfiction, offering rationales for points

Guided Reading (Level W)
Page 340–343, Thinking Within the Text
• Process long sentences (thirty or more words) with embedded phrases and clauses
• Process texts with a variety of complex layouts and with some pages of dense print and some printed in columns
• Change style and pace of reading to reflect purpose
• Change style, pace, and processing to reflect understanding of genre
Thinking Beyond the Text
• Acquire new Content and perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places

Thinking About the Text
• Notice and understand aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir and diaries, and other nonfiction, hybrid texts)
• Assess whether a text is authentic and consistent with life experience or prior knowledge, including how the text reflects the lives of preadolescents or adolescents
• Express tastes and preferences in reading and support choices with specific descriptions of text features (plots, use of language, kinds of characters, genres)

1 Write arguments to support claims with clear reasons and relevant evidence.
   a. Introduce claim(s) and organize the reasons and evidence clearly.
   b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
   c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from the argument presented.

Writing
Page 166–175, Essay
• Begin with a title or opening that tells the reader what is being argued or explained—a clearly stated thesis
• Use opinions supported by facts
• Write well-crafted sentences that express the writer’s convictions

Organization
• Bring the piece to closure, to a logical conclusion, through an ending or summary statement
• Present reports that are clearly organized with introduction, facts and details to illustrate the important ideas, logical conclusions, and common expository structures (compare and contrast, temporal sequence, established sequence, cause and effect, problem and solution, description)
• Support ideas with facts, details, examples, and explanations from multiple authorities

IDEA DEVELOPMENT
• Engage the reader with ideas that show strong knowledge of the topic

Grammar
• Use dependent and independent clauses correctly to communicate meaning

Oral, Visual, and Technological Communication
Page 206–207, Word Choice
• Use specific vocabulary to argue, draw contrasts, indicate agreement and disagreement

IDEAS AND CONTENT
• Support the argument with relevant evidence

GATHERING INFORMATION/RESEARCH
• Search to authenticate sources of information

2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, Organization, and analysis of relevant Content.
   a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
   c. Use appropriate transitions to clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Establish and maintain a formal style.
   f. Provide a concluding statement or section that follows from the information or explanation presented.

Writing
Page 166–175, Literary Nonfiction
• Include features (e.g., table of contents, boxes of facts set off from the text, charts, diagrams) and other tools (e.g., glossary) to provide information to the reader
• Use headings and subheadings to organize different parts and guide the reader
• Include facts, figures, and graphics as appropriate
• Present details and information in categories or some other logical order
• Write an engaging lead and first section that orient the reader and provide an introduction to the topic

EXPOSITORY NONFICTION
• Understand that feature articles and reports require research and Organization
• Use quotes from experts (written texts, speeches, or interviews)
• Use new vocabulary specific to the topic

Essay
• Provide details, examples, and images that develop and support the thesis
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

e. Provide a conclusion that follows from the narrated experiences or events.

Organize
- End an informational text with a thoughtful or enlightening conclusion
- Present reports that are clearly organized with introduction, facts and details to illustrate the important ideas, logical conclusions, and common expository structures (compare and contrast, temporal sequence, established sequence, cause and effect, problem and solution, description)

Language Use
- Use a variety of transitions and connections (words, phrases, sentences, and paragraphs)

Word Choice
- Select precise words to reflect the intended message or meaning

Drafting/Revising
- Add transitional words and phrases to clarify meaning and make the writing smoother

SKETCHING AND DRAWING
- Create sketches and drawings that are related to the written text and increase reader's understanding and enjoyment

Production and Distribution of Writing

4 Produce clear and coherent writing in which the development, Organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Writing
Page 166-174, Organization
- Organize the text appropriately as a narrative or informational piece

Rehearsing/Planning
- Understand how the purpose of the writing influences the selection of genre
- Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan
- Write with a specific reader or audience in mind
- Select from a variety of forms the kind of text that will fit the purpose (books with illustrations and words; alphabet books; label books; poetry books; question and answer books; illustration-only books)

Drafting/Revising
- Identify vague parts and change the language or Content to be more precise, to the point, or specific

5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Writing
Page 166-175, Rehearsing/Planning
- Generate and expand ideas through talk with peers and teacher
- Observe carefully events, people, settings, and other aspects of the world to gather information on a topic or to make a story and characters true to life
- Get ideas from other books and writers about how to approach a topic

Drafting/Revising
- Understand revision as a means for making written messages stronger and clearer to readers
- Change writing in response to peer or teacher feedback
- Understand that a writer rereads and revises while drafting (recursive process)
- Reread writing to check for clarity and purpose
- Reshape writing to make the text into different genre (e.g., personal narrative to poem)
EDITING AND PROOFREADING
• Understand that the writer shows respect for the reader by applying what is known about conventions
• Know how to use an editing and proofreading checklist

Viewing Self as a Writer
• Take risks as a writer
• Discuss what one is working on as a writer
• Self-evaluate own writing and talk about what is good about it and what techniques were used
• Seek feedback on writing

6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Writing
Page 166–175, HANDWRITING/WORD-PROCESSING
• Use word-processing with understanding of how to produce and vary text (layout, font, special techniques)
• Use efficient keyboarding skills to create, drafts, revise, edit, and publish

Oral, Visual, and Technological Communication
Page 206–207, GENERAL COMMUNICATION
• Send and respond to email messages, adjusting style to audience
• Participate in online learning groups
• Understand the concept of networking and be able to identify various components of a computer system

PUBLISHING
• Scan materials, such as photos, to incorporate into reports and nonlinear presentations
• Use a variety of technology tools (dictionary, thesaurus, Grammar checker, calculator, spell checker) to maximize the accuracy of technology-produced products

Research to Build and Present Knowledge

7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Writing
Page 166–175, TEST WRITING
• Write concisely and to the direction of the question or prompt

Rehearsing/Planning
• Ask relevant questions in talking about a topic
• Form questions and locate sources for information about a topic
• Conduct research to gather information in planning a writing project (e.g., live interviews, Internet, artifacts, articles, books)
• Search for appropriate information from multiple sources (books and other print materials, websites, interviews)

Oral, Visual and Technological Communication
Page 206–207, GATHERING INFORMATION/RESEARCH
• Draw information from both text (print) and nontext (photos, sound effects, animation, illustrations, variation in font and color) elements
• Understand the importance of multiple sites and resources for research

8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Writing About Reading
Page 94–95, THINKING WITHIN THE TEXT
• Include appropriate and important details when summarizing texts

Writing
Pages 166–175, EXPOSITORY NONFICTION
• Include a bibliography of references, in appropriate style, to support a report or article

IDEA DEVELOPMENT
• Provide details that are accurate, relevant, interesting, and vivid

Rehearsing/Planning
• Understand the concept of plagiarism and avoid it (e.g., using quotes and citing resources)
• Conduct research to gather information in planning a writing project (e.g., live interviews, Internet, artifacts, articles, books)
• Search for appropriate information from multiple sources (books and other print materials, websites, interviews)
• Record sources of information for citation

Oral, Visual and Technological Communication
Page 206–207, GATHERING INFORMATION/RESEARCH
• Locate and validate information on the Internet (approved sites)
• Recognize that the information is framed by the sources point of view and use this information to detect bias on websites
• Critically read information published on the Internet and compare points of view

PUBLISHING
• Cite and credit material downloaded from interactive media

9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply Grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
b. Apply Grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Writing About Reading
Page 94–95, Thinking Within the Text
• Continuously check with the evidence in a text to ensure that writing reflects understanding
• Remember significant details from a longer series of events and use them to analyze the story

Thinking Beyond the Text
• Make connections between historical and cultural knowledge and a text
• Support Thinking Beyond the Text with specific evidence from the text or personal knowledge
• Make a wide range of predictions using (and including) information as evidence from the text
• Show evidence of connections to other texts (theme, plot, characters, structure, writing style)
• Reflect diverse perspectives, especially when a text reveals insights into other cultures and parts of the world

Thinking About the Text
• Analyze a text or group of texts to reveal insights into the writer’s craft (the way the writer reveals characters or uses symbolism, humor, irony, suspense)

Writing
Page 166–175, Test Writing
• Respond to a text in a way that reflects analytic or aesthetic thinking
• State a point of view and provide evidence
• State alternate points of view and critically analyze the evidence for each

Test Writing
• Analyze prompts to determine purpose, audience, and genre (story, Essay, persuasive letter)
• Write a clear and focused response that will be easy for the evaluator to understand

Language Use
• Vary language and style as appropriate to audience and purpose

Rehearsing/Planning
• Use a writer’s notebook or booklet as a tool for collecting ideas, experimenting, planning, sketching, or drafting
• Gather a variety of entries (character map, timeline, sketches, observations, freewrites, drafts, lists) in a writer’s notebook

Drafting/Revising
• Understand revision as a means for making written messages stronger and clearer to readers
• Reread and revise the discovery draft or rewrite sections to clarify meaning
• Reread writing to check for clarity and purpose

EDITING AND PROOFREADING
• Understand that the writer shows respect for the reader by applying what is known about conventions

Viewing Self as a Writer
• Write in a variety of genres across the year
• View self as a writer
• Write with initiative, investment, and independence
• Self-evaluate own writing and talk about what is good about it and what techniques were used
• State what was learned from each piece of writing
• Be productive as a writer; write a specified quantity within a designated time period (e.g., one piece each week)

Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing
Page 166–175, SHORT FICTION (short story)
• Understand how to write various kinds of fiction by studying mentor texts (e.g., myth, legends, fable, fairy tale, historical fiction, fantasy)

BIOGRAPHY
• Write various kinds of biographical pieces by studying mentor texts

EXPOSITORY NONFICTION
• Understand that feature articles and reports require research and Organization

POETRY
• Understand poetry as a unique way to communicate about and describe feelings, sensory images, ideas, or stories
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Interactive Read-Aloud and Literature Discussion
Page 40–41, Thinking Within the Text
- Notice and remember significant information from illustrations or graphics

Thinking Beyond the Text
- Notice and discuss the information provided in section titles, headings, subheadings to predict information provided in a text

Thinking About the Text
- Recognize and discuss the artistic aspects of a text, including how illustrations and narrative form a cohesive whole

Oral, Visual, and Technological Communication
Page 206–207, Technology
- Draw information from both text (print) and non-text (photos, sound effects, animation, illustrations, variation in font and color) elements
- Demonstrate knowledge of strategies used by media games, video, radio/TV broadcasts, websites to entertain and influence people

Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Oral, Visual, and Technological Communication
Page 206–207, Listening and Understanding
- Critique presentations with regard to logic or presentation of evidence for arguments
- Examine information regarding the credibility of the speaker (or media messages)
- Recognize faulty reasoning and bias in presentations and media messages

Presentation
- Recognize that information is framed by the source’s point of view and use this information to detect bias on websites

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Oral, Visual, and Technological Communication
Page 206–207, Presentation
- Use expression, tone, and pitch, where appropriate to emphasize aspects of events or people
- Speak directly to the audience, making eye contact with individuals
- Demonstrate a well-organized presentation with a clear Introduction, body and well-drawn conclusions
- Demonstrate the ability to select important information for a concise presentation
- Demonstrate understanding through a full development of a topic using facts, statistics, examples, anecdotes and quotations
- Make expository presentations that report research or explore a topic thoroughly
- Make persuasive presentations that present a clear and logical argument
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Demonstrate command of the conventions of standards English Grammar and usage when writing or speaking.

- Ensure that pronouns are in the proper case (subjective, objective, possessive).
- Use intensive pronouns (e.g., myself, ourselves.)
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- Spell correctly.

Demonstrate command of the conventions of standard English Grammar and usage when writing or speaking.

- Use nouns, verbs, pronouns, adjectives, adverbs, and prepositions in agreement and in conventional order within sentences.
- Use conventions of respectful speaking.
- Use expression, tone, and pitch, where appropriate to emphasize aspects of events or people.

Use expression, tone, and pitch, where appropriate to emphasize aspects of events or people.

Identify and use special uses of capitalization (headings, titles, emphasis)
- Use commas and parentheses to set off parenthetical information
- Spell a large number (500 +) of high-frequency words, a wide range of plurals, and base words with inflectional endings.
Grade 6  
Standard Six—Language

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Vary sentence patterns for meaning, reader/listener interest, and style.
   b. Maintain consistency in style and tone.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and Content, choosing flexibly from a range of strategies.
   a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence as a clue to the meaning of a word or phrase).
   b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
   c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
   d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Oral, Visual, and Technological Communication

Page 206
- Use a variety of technology tools (dictionary, thesaurus, Grammar checker, calculator, spell checker) to maximize the accuracy of technology-produced products

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., personification) in context.
   b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Phonics, Spelling, and Word Study

Page 232, WORD MEANING
- Recognize and use words as metaphors and similes to make comparisons

WORD-SOLVING ACTIONS
- Understand the concept of analogy and its use in discovering relationships between and among words
- Distinguish between multiple meanings of words when reading texts

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Guided Reading

Page 342, Level W, Thinking Within the Text
- Notice new and useful words and intentionally record and remember them to expand oral and written vocabulary
The Continuum of Literacy Learning, PreK–8 consists of seven different learning continuums and provides a detailed and comprehensive list of behaviors and understandings to notice, teach and support at each grade level and A–Z text level. The following grids align specific statements of behaviors and understandings from The Continuum of Literacy Learning, PreK–8 with broad requirements from the Common Core Standards. We chose only a few examples to demonstrate the strong relationship between the Common Core Standards and the Continuum.

**Standard One—Reading: Literature**

### Key Ideas and Details

1. **Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

   **Interactive Read-Aloud and Literature Discussion**
   Page 40–41, Thinking Beyond the Text
   - Support Thinking Beyond the Text with specific evidence based on personal experience, or knowledge or evidence from the text
   - Identify evidence that supports argument
   - Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text
   - Continuously check with the evidence in a text to ensure that writing reflects understanding
   - Make a wide range of predictions using (and including) information as evidence from the text

   **Writing About Reading**
   Page 94–95
   - Notice specific examples of the writer’s craft (leads, dialogue, definition of terms within the text, divisions of text, use of descriptive language, interesting verbs, ending)
   - Analyze a text or group of texts to reveal insights into the writer’s craft (the way the writer reveals characters, or uses symbolism, humor, irony, suspense
   - Note the different ways the nonfiction writer organized and provided information

   **Guided Reading (Level X, Y)**
   Page 344–351, Thinking Beyond the Text
   - Support predictions with evidence from the text or from knowledge of genre

2. **Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.**

   **Interactive Read-Aloud and Literature Discussion**
   Page 40–41, Thinking Within the Text
   - Notice how the writer reveals the underlying messages or the theme of a text (through a character, through plot and events)
   - Derive and critique the moral lesson of a text

   **Guided Reading (Level X, Y)**
   Page 344–351, Thinking Within the Text
   - Construct summaries that are concise and reflect the important and overarching ideas and information in texts

3. **Analyze how particular elements of a story or drama, interact, (e.g., how setting shapes the characters or plot).**

   **Writing About Reading**
   Page 94–95, Thinking About the Text
   - Note specific examples of the writer’s craft (leads, dialogue, definition of terms within the text, divisions of text, use of descriptive language, interesting verbs, ending)
   - Analyze a text or group of texts to reveal insights into the writer’s craft (the way the writer reveals characters, or uses symbolism, humor, irony, suspense
   - Note the different ways the nonfiction writer organized and provided information

   **Oral, Visual, and Technological Communication**
   Page 206–207, Speaking and Listening
   - Express opinions and support with evidence
   - Demonstrate understanding through full development of a topic using facts, statistics, examples, anecdotes, and quotations

   **Guided Reading (Level X, Y)**
   Page 344–351, Thinking Beyond the Text
   - Infer character’s or subject’s thinking processes and struggles at key decision points in their lives in fiction or biography
   - Analyze how language, illustrations, and layout work together as a unified whole to set mood and convey meaning

4. **Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.**

   **Interactive Read-Aloud and Literature Discussion**
   Page 40–41, Thinking Within the Text
   - Recognize subtle meaning for words used in context
   - Keep flexible definitions of complex words in order to derive new meanings for them or understand figurative or connotative use
**Standard One—Reading: Literature**

**Shared and Performance Reading**
Page 68–69, Thinking Within the Text
- Notice that words have multiple meanings and use this knowledge to understand a text

**Guided Reading (Level X, Y)**
Page 344–351, Thinking Within the Text
- Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English
- Understand a variety of words that represent big ideas and abstract ideas and concepts
- Notice how an author uses words in a connotative way (to imply something beyond the literal meaning)

5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

**Interactive Read-Aloud and Literature Discussion**
Page 40–41, Thinking Beyond the Text
- Notice and discuss the information provided in section titles, headings, and subheadings to predict information provided in a text
- Notice and understand when the writer uses description, temporal sequence, comparison and contrast, cause and effect, and problem and solution
- Notice how the writer has organized an informational text (categories and subcategories, sequence, and others) and evaluate the coherence of the Organization

**Thinking About the Text**
- Notice how an author uses words in a connotative way (to imply something beyond the literal meaning)

6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**Writing About Reading**
Page 94–95, Thinking About the Text
- Describe, analyze, and write critically about a text as an integrated whole, including how text, illustrations, and other features work together to convey meaning
- Use knowledge of genre to interpret and write about the quality or characteristics of a text

**Guided Reading (Level X, Y)**
Page 344–351, Thinking Within the Text
- Understand when a writer has combined underlying Organizational structures (description, compare and contrast, temporal sequence, problem and solution, cause and effect)

7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

**Interactive Read-Aloud and Literature Discussion**
Page 40–41, Thinking Beyond the Text
- Make connections among informational texts and historical fiction and Content area study using information from one setting to assist comprehending in the other

**Oral, Visual, and Technological Communication**
Page 206–207, GATHERING INFORMATION
- Draw information from both text(print) and nontext (photos, sound effects, animation, illustrations, variation in font and color) elements
- Locate and validate information on the Internet (from approved sites)
- Understand the importance of multiple sites and resources for research

**Guided Reading (Level X, Y)**
Page 344–351, Thinking Within the Text
- Search for and use information in a wide range of graphics and integrate with information from print(e.g., pictures, captions, diagrams, illustrations with labels, maps, charts)
- Make connections between the social and moral issues of today and those presented in realistic and historical fiction, in biography, and in the imaginary worlds of high fantasy
- Build meaning across several texts (fiction and nonfiction)
- Mentally form categories of related information and revise them as new information is acquired across the text
- Integrate existing Content knowledge with new information from a text to consciously create new understandings

8. (Not applicable to literature)

**Guided Reading (Level X, Y)**
Page 344–351, Thinking Within the Text
- Analyze the selection of genre in relation to inferred writer’s purpose for a range of texts
- Critique the biographer’s presentation of a subject, noticing bias
- Analyze texts to determine the writer’s point of view or bias, identifying specific language that reveals bias or qualifies as propaganda

**Integration of Knowledge and Ideas**

©2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.
Writing About Reading
Page 94–95, Thinking About the Text
• Critique an author’s use of argument and persuasion

Guided Reading (Level X, Y)
Page 344–351, Thinking About the Text
• Discuss whether social issues and different cultural groups are accurately represented in a fiction or nonfiction text (Level X)
• Evaluate whether social issues and different cultural groups are accurately represented in fiction or nonfiction text (Level Y)
• Critique texts in terms of the writer’s bias or the use of exaggeration and subtle misinformation (as in propaganda)

• Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Interactive Read-Aloud and Literature Discussion
Page 40–41, Thinking Within the Text
• Build meaning across several texts (fiction and nonfiction)

Writing About Reading
Page 94–95, Thinking Beyond the Text
• Show connections by using graphic organizers, drawings, or writing to other texts by topic, major ideas, author’s styles, and genres

Guided Reading (Level X, Y)
Page 344–351, Thinking Beyond the Text
• Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing
• Connect characters within and across texts and genres by circumstances, traits, or actions
• Specify the nature of connections (topic, Content, type of story, writer)

Thinking About the Text
• Identify similarities across texts (concepts, theme, style, Organization)
• Engage in critical thinking across a writer’s body of work or across works on the same Content and discuss findings or produce a literary Essay (Level Y)

Thinking Beyond the Text
• Acquire new Content and perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places

Thinking About the Text
• Notice and understand aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir and diaries, and other nonfiction, hybrid texts)
• Assess whether a text is authentic and consistent with life experience or prior knowledge, including how the text reflects the lives of preadolescents or adolescents
• Express tastes and preferences in reading and support choices with specific descriptions of text features (plots, use of language, kinds of characters, genres)

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Interactive Read-Aloud and Literature Discussion
Page 40–41, Thinking Within the Text
• Self-monitor understanding and ask questions when meaning is lost

Guided Reading (X, Y)
Page 344–351, Thinking Beyond the Text
• Support thinking beyond the text with specific evidence based on personal experience, or knowledge or evidence from the text
• Consistently make predictions before, during, and after reading using evidence from the text to support thinking

Oral, Visual, and Technological Communication
Page 208–209, Speaking and Listening
• Express opinions and support with evidence
Grade 7

Standard Two—Reading: Informational Texts

2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Interactive Read-Aloud and Literature Discussion
Page 44–45, Thinking Beyond the Text
• Recognize underlying political messages in fiction and nonfiction texts

Thinking About the Text
• Notice how the writer reveals the underlying messages or the theme of a text (through a character, through plot and events)

Writing About Reading
Page 98–99, Thinking Beyond the Text
• State an interpretation of the writer's underlying messages (themes)

Guided Reading (Level X, Y)
Page 344–351, Thinking Within the Text
• Construct summaries that are concise and reflect the important and overarching ideas and information in texts

Thinking Beyond the Text
• Infer the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people's lives today

Thinking About the Text
• Evaluate how the writer has used illustrations and print to convey big ideas

3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Writing About Reading
Page 98–99, Thinking Beyond the Text
• Reflect inferences about the main and supporting characters' feelings, motivations, attitudes, and decisions based on information from the text (also for subjects of biography)

Guided Reading (Level X, Y)
Page 344–351, Thinking Beyond the Text
• In texts with multiple complex characters, infer traits, motivations and changes through examining how the writer describes them, what they do, what they say and think, and what other characters say about them
• Infer character’s or subject’s thinking processes and struggles at key decision points in their lives in fiction or biography

Thinking About the Text
• Become critical of the subjects of biography (decisions, motivations, accomplishments)

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Interactive Read-Aloud and Literature Discussion
Page 44–45, Thinking Within the Text
• Recognize subtle meaning for words used in context
• Keep flexible definitions of complex words in order to derive new meanings for them or understand figurative or connotative use

Thinking About the Text
• Notice and provide examples of the ways writers select words to convey precise meaning

Writing About Reading
Page 98–99, Thinking About the Text
• Comment on the author's word choice and use of language to create subtle shades of meaning and to create the mood

Visual, and Technological Communication
Page 208–209, Presentation
• Identify and understand new meanings of words when they are used as similes and metaphors and apply these understandings to analyzing the whole text in terms of deeper meanings
• Demonstrate awareness of and sensitivity to words that impute stereotypes (race, gender, age) in general as well as to a particular audience
• Demonstrate awareness of words that have connotative meaning relative to social values

Guided Reading (Level X, Y)
Page 344–351, Thinking Within the Text
• Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English
• Understand a variety of words that represent big ideas and abstract ideas and concepts

5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Interactive Read-Aloud and Literature Discussion
Page 44–45, Thinking About the Text
• Recognize and discuss the artistic aspects of a text, including how illustrations and narrative form a cohesive whole
• Notice how the writer has organized an informational text (categories and subcategories, sequence, and others) and evaluate the coherence of the Organization

Writing About Reading
Page 98–99, Thinking About the Text
• Describe, analyze, and write critically about a text as an integrated whole, including how text, illustrations, and other features work together to convey meaning
• Comment on how layout and the format of a text contribute to the meaning, effectiveness, and artistic quality of both fiction and nonfiction
Guided Reading (levels X, Y)
Page 344–351, Thinking About the Text
- Understand when a writer has combined underlying Organizational structures (description, compare and contrast, temporal sequence, problem and solution, cause and effect)
- Recognize differentiation of plot and structures for different purposes and audiences

6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others, in the text.

Interactive Read-Aloud and Literature Discussion
Page 44–45, Thinking About the Text
- Recognize bias in fiction or nonfiction texts and hypothesize the writer’s point of view
- Derive and discuss the author’s purpose (even if not implicitly stated) and hypothesize reasons for it

7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Interactive Read-Aloud and Literature Discussion
Page 44–45, Thinking Within the Text
- Notice and respond to stress and tone of Voice while listening and afterward

Guided Reading (levels X, Y)
Page 344–351, Thinking About the Text
- Critique the biographer’s presentation of a subject, noticing bias
- Analyze texts to determine the writer’s point of view or bias, identifying specific language that reveals bias or qualifies as propaganda

GATHERING INFORMATION
- Demonstrate knowledge of strategies used by media games, video, radio/TV, broadcasts, websites to entertain and influence people

Guided Reading (levels X, Y)
Page 344–351, Thinking Beyond the Text
- Make connections between the text and other texts that have been read, or heard (particularly texts with diverse settings) and demonstrate in writing

8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Interactive Read-Aloud and Literature Discussion
Page 44–45, Thinking About the Text
- Evaluate the quality or authenticity of the text, including the writer’s qualifications and background knowledge
- Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text
- Identify contradiction

Writing About Reading
Page 98–99, Thinking Beyond the Text
- Infer and describe a writer’s attitude toward social issues as revealed in texts

Oral, Visual, and Technological Communication
Page 208–209, Listening and Understanding
- Critique presentations for subtexts—significant inclusions or exclusions
- Critique presentations with regard to logic or presentation of evidence for arguments
- Recognize faulty reasoning and bias in presentations and media messages

9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Interactive Read-Aloud and Literature Discussion
Page 44–45, Thinking Within the Text
- Build meaning across several texts (fiction and nonfiction)

Thinking Beyond the Text
- Make connections among informational texts and historical fiction and Content area study, using information from one setting to assist comprehending in the other

Integration of Knowledge and Ideas

©2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.
Writing About Reading
Page 98–99, Thinking Beyond the Text
• Show evidence of connections to other texts (theme, plot, characters, structure, writing style)

Thinking About the Text
• Evaluate the quality or authenticity of the text, including the writer’s qualifications and background knowledge

Guided Reading (levels X, Y)
Page 344–351, Thinking Beyond the Text
• Connect characters within and across texts and genres by circumstances, traits, or actions

Thinking About the Text
• Analyze texts to determine the writer’s point of view or bias, identifying specific language that reveals bias or qualifies as propaganda
• Engage in critical thinking across a writer’s body of work or across works on the same Content and discuss findings or produce a literary Essay (Level Y)

By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Interactive Read-Aloud and Literature Discussion
Page 44–45, Thinking Within the Text
• Self-monitor understanding and ask questions when meaning is lost

Writing About Reading
Page 98–99, Thinking About the Text
• Critically analyze the quality of a poem or work of fiction or nonfiction, offering rationales for points

Guided Reading (levels X, Y)
Page 344–351, Thinking Within the Text
• Using word-solving strategies, background knowledge, graphics, text Content, and readers’ tools (glossaries, dictionaries) to solve words, including Content-specific and technical words
• Process long sentences (thirty or more words) with embedded phrases and clauses
• Process texts with a variety of complex layouts and with some pages of dense print and some printed in columns
• Change style and pace of reading to reflect purpose

Thinking Beyond the Text
• Acquire new Content and perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places

Thinking About the Text
• Notice and understand aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir and diaries, and other nonfiction, hybrid texts)
• Assess whether a text is authentic and consistent with life experience or prior knowledge, including how the text reflects the lives of adolescents
• Express tastes and preferences in reading and support choices with specific descriptions of text features (plots, use of language, kinds of characters, genres)

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.
   a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

Writing
Page 176–185, Essay
• Begin with a title or opening that tells the reader what is being argued or explained—a clearly stated thesis
• Provide a series of clear arguments or reasons to support the argument
• Use opinions supported by facts
• Write well-crafted sentences that express the writer’s convictions

Organization
• Bring the piece to closure, to a logical conclusion, through an ending or summary statement
• Support ideas with facts, details, examples, and explanations from multiple authorities

Voice
• Produce expository writing that is persuasive and well constructed, and reveals the stance of the writer toward the topic

Drafting/Revising
• Add transitional words and phrases to clarify meaning and make the writing smoother
• Add words, phrases, sentences, and paragraphs to clarify meaning

Oral, Visual, and Technological Communication
Page 206–207, Word Choice
• Use specific vocabulary to argue, draw contrasts, indicate agreement and disagreement

IDEAS AND CONTENT
• Make persuasive presentations that present a clear and logical argument
• Recognize and address opposing points of view on an issue or topic
• Support the argument with relevant evidence
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, Organization, and analysis of relevant Content.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.

- Establish and maintain a formal style.

- Provide a concluding statement or section that follows from and supports the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

- Provide a conclusion that follows from and reflects on the narrated experiences or events.

Writing

Page 176–185, Expository Nonfiction
- Write an engaging lead and first section that orient the reader and provide an Introduction to the topic
- Include features (e.g., table of Contents, boxes of facts set off from the text, diagrams, charts) and other tools (e.g., glossary) to provide information to the reader
- Use headings and subheadings to guide the reader
- Use quotes from experts (written texts, speeches, or interviews)
- Use new vocabulary specific to the topic

Writing

Page 176–185, Literary Nonfiction
- Write an engaging lead and first section that orient the reader and provide an Introduction to the topic
- Include features (e.g., table of Contents, boxes of facts set off from the text, diagrams, charts) and other tools (e.g., glossary) to provide information to the reader
- Use headings and subheadings to guide the reader
- Use quotes from experts (written texts, speeches, or interviews)
- Use new vocabulary specific to the topic

Essay
- Provide details, examples, and images that develop and support the thesis
- Include illustrations, charts, or diagrams to inform or persuade the reader

Organization
- Use well-crafted transitions to support the pace and flow of the writing

Language Use
- Use concrete sensory details and descriptive language to develop plot (tension and problem resolution) and setting in memoir, biography and fiction
- Use descriptive language and dialogue to present characters who appear and develop in memoir, biography and fiction

Word Choice
- Select precise words to reflect what the writer is trying to say
- Use transitional words for time flow (meanwhile, next)

Drafting/Revising
- Establish an initiating event in a narrative with a series of events flowing from it
Grade 7

Production and Distribution of Writing

4 Produce clear and coherent writing in which the development, Organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above)

Writing
Page 176–185, HYBRID TEXTS (mixed genres)
• Select different genres with a clear purpose in mind

Organization
• Organize the text appropriately as a narrative or informational piece

Rehearsing/Planning
• Understand how the purpose of the writing influences the selection of genre
• Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan
• Write with a specific reader or audience in mind
• Write for a broader, unknown audience
• Select from a variety of forms the kind of text that will fit the purpose (books with illustrations and words; alphabet books; label books; poetry books; question and answer books; illustration-only books; letters; newspaper accounts; broadcasts)

Drafting/Revising
• Identify vague parts and change the language or Content to be more precise, to the point, or specific

5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Writing
Page 176–185, Rehearsing/Planning
• Use sketches, webs, lists, diagrams, and freewriting to think about, plan for, and try out writing
• Plan for a story by living inside the story, gaining insight into characters so that the story can be written as it happens
• Observe carefully events, people, settings, and other aspects of the world to gather information on a topic or to make a story and characters true to life
• Get ideas from other books and writers about how to approach a topic
• Take audience and purpose into account when choosing a topic or addressing a theme

Drafting/Revising
• Understand the role of the writer, teacher or peer writer in conference
• Understand revision as a means for making written messages stronger and clearer to readers
• Change writing in response to peer or teacher feedback
• Understand that a writer rereads and revises while drafting (recursive process)
• Reorganize paragraphs or sections for better sequence or logical progression of ideas

• Identify vague parts and change the language or Content to be more precise, to the point, or specific
• Reshape writing to make the text into a different genre (e.g., personal narrative to poem)

EDITING AND PROOFREADING
• Understand that the writer shows respect for the reader by applying what is known about conventions
• Know how to use an editing and proofreading checklist
• Understand that a writer can ask another person to do a final edit (after using what is known)

6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Writing
Page 176–185, HANDWRITING/WORD-PROCESSING
• Use word-processing with understanding of how to produce and vary text (layout, font, special techniques)
• Use word-processor to get ideas down, revise, edit, and publish
• Make wide use of computer skills, including PowerPoint, in presenting text (tables, layouts, graphics, and multimedia)

Oral, Visual, and Technological Communication
Page 208–209, GENERAL COMMUNICATION
• Send and respond to email messages
• Participate in online learning groups
• Understand the concept of networking and be able to identify various components of a computer system

GATHERING INFORMATION/RESEARCH
• Search for and download information on a wide range of topics
• Use technology tools for research across curriculum areas

PUBLISHING
• Use a variety of technology tools (dictionary, thesaurus, Grammar checker, calculator, spell checker) to maximize the accuracy of technology-produced products
• Communicate knowledge through multimedia presentations, desktop published reports, and other electronic media

• Understand that material downloaded from interactive media should be credited and cited
7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Writing
Page 176–185, Rehearsing/Planning
• Form questions and locate sources for information about a topic
• Conduct research to gather information in planning a writing project (e.g., live interviews, Internet, artifacts, articles, books)
• Search for appropriate information from multiple sources (books and other print materials, websites, interviews)

Oral, Visual and Technological Communication
Page 208–209, GATHERING INFORMATION/RESEARCH
• Understand the importance of multiple sites and sources for research

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Writing
Page 176–185, EXPOSITORY NONFICTION
• Accurately document reports and articles with references, footnotes, and citations
• Include a bibliography of references, in appropriate style, to support a report or article
• Avoid bias and/or present perspectives and counter perspectives on a topic

IDEA DEVELOPMENT
• Provide details that are accurate, relevant, interesting, and vivid

Rehearsing/Planning
• Use notes to record and organize information
• Search for appropriate information from multiple sources (books and other print materials, websites, interviews)
• Understand the concept of plagiarism and avoid it (e.g., using quotes and citing resources)
• Evaluate sources for validity and point of view

Oral, Visual and Technological Communication
Page 208–209, PUBLISHING
• Draw information from both text (print) and nontext (photos, sound effects, animation, illustrations, variation in font and color) elements
• Locate and validate information on the Internet (from approved sites)
• Recognize that information is framed by the source’s point of view and use this information to detect bias on websites
• Read information published on Internet critically and compare points of view
• Cite and credit material downloaded from interactive media

Guided Reading
Page 350–351
• Construct summaries that are concise and reflect the important and overarching ideas and information in texts

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply Grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

b. Apply Grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

Writing About Reading
Page 98–99, Thinking Within the Text
• Continuously check with the evidence in a text to ensure that writing reflects understanding

Thinking Beyond the Text
• Make connections between historical and cultural knowledge and a text
• Support Thinking Beyond the Text with specific evidence from the text or personal knowledge
• Show evidence of connections to other texts (theme, plot, characters, structure, writing style)
• Describe connections between fiction and nonfiction texts, historical fiction and Content area study, fantasy and realism

Thinking About the Text
• Critically analyze the quality of a poem, or work of fiction or nonfiction offering rationales for points
• Critique the author’s use of argument and persuasion
• Analyze a text or group of texts to reveal insights into the writer’s craft (the way the writer reveals characters or uses symbolism, humor, irony, suspense)
• Show evidence of ability to analyze an author’s use of mood, imagery, plot structure, and personification

Writing
Page 176–185, Essay
• Provide details, examples, and images that develop and support the thesis

Text Writing
• Respond to a text in a way that reflects analytic or aesthetic thinking
• State a point of view and provide evidence
Grade 7

STANDARD FIVE—SPEAKING AND LISTENING

Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing
Page 175–186, Test Writing
- Analyze prompts to determine purpose, audience, and genre (story, essay, persuasive letter)
- Write a clear and focused response that will be easy for the evaluator to understand

Language Use
- Vary language and style as appropriate to audience and purpose

Voice
- Produce expository writing that is persuasive and well constructed, and reveals the stance of the writer toward the topic
- Produce narratives that are engaging, honest, and reveal the person behind the writing

Rehearsing/Planning
- Use a writer’s notebook or booklet as a tool for collecting ideas, experimenting, planning, sketching, or drafting
- Gather a variety of entries (character map, timeline, sketches, observations, freewrites, drafts, lists) in a writer’s notebook

Drafting/Revising
- Understand revision as a means for making written messages stronger and clearer to readers

EDITING AND PROOFREADING
- Understand that the writer shows respect for the reader by applying what is known about conventions

Viewing Self as a Writer
- Write in a variety of genres across the year
- View self as a writer
- Write with initiative, investment, and independence
- Self-evaluate own writing and talk about what is good about it and what techniques were used
- State what was learned from each piece of writing
- Be productive as a writer; write a specified quantity within a designated time period (e.g., one piece each week)

Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Interactive Read-Aloud and Literature Discussion
Page 44–45, Thinking Within the Text
- Remember where to find information in more complex texts so opinions and theories can be checked through revisiting
- Remember information in summary form so that it can be used in discussion with others and in writing

Thinking Beyond the Text
- Revise understandings and/or change opinions based on new information acquired through listening, reading, or discussion
- Form implicit questions and search for answers in the text while listening and during discussion
- Think deeply about social issues as revealed in realistic and historical fiction and discuss ideas with others
- Actively see diverse perspectives and search for understanding of other cultures while listening, writing, and discussing texts

Shared and Performance Reading
Page 70–71
- Work cooperatively with others to reach consensus on the meaning of a text and how to interpret it through performance

Oral, Visual, and Technological Communication
Page 208–209, Speaking and Listening
- Monitor understanding and ask questions to clarify
- Use conventions of respectful speaking
- Evaluate one’s own part as a discussant as well as the effectiveness of the group
- Facilitate the entire group’s discussion by ensuring that no one dominates and everyone has a chance to speak
• Monitor own understanding of others’ comments and ask for clarification and elaboration
• Restate points that have been made and extend or elaborate them
• Listen and respond, taking an alternative perspective
• Sustain a line of discussion, staying on the main topic and requesting or signaling a change of topic
• Remember others’ comments and consider one’s own thinking in relation to them
• Anticipate disagreement and use language to prevent conflict and engender collaborative discussion
• Negotiate issues without conflict or anger

Presentation
• Use specific vocabulary to argue, draw contrasts, indicate agreement and disagreement
• Support the argument with relevant evidence

2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Writing About Reading
Page 98–99, Thinking Within the Text
• Notice and make note of or summarize significant information from illustrations or graphics; include information from graphics in writing summaries of texts
• Write statements that reflect understanding of both the text body and graphics and the integration of the two

Thinking About the Text
• Describe, analyze, and write critically about a text as an integrated whole, including how text, illustrations, and other features work together to convey meaning

Oral, Visual, and Technological Communication
Page 208–209, Speaking and Listening
• Critique presentations with regard to logic or presentation of evidence for arguments
• Identify, analyze, and critique persuasive techniques

Technology
• Draw information from both text (print) and nontext (photos, sound effects, animation, illustrations, variation in font and color) elements
• Demonstrate knowledge of strategies used by media games, video, radio/TV broadcasts, websites to entertain and influence people

3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Oral, Visual, and Technological Communication
Page 208–209, Speaking and Listening
• Critique presentations with regard to logic or presentation of evidence for arguments
• Examine information regarding the credibility of the speaker (or media messages)
• Recognize faulty reasoning and bias in presentations and media messages

• Recognize that information is framed by the speaker’s and media messages’ source’s point of view and use this information to detect hidden bias on websites

4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and, examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Oral, Visual, and Technological Communication
Page 208–209, Presentation
• Speak with appropriate volume for the size of the audience and place of presentation
• Speak directly to the audience, making eye contact with individuals
• Demonstrate a well-organized presentation with a clear Introduction, body and well-drawn conclusions
• Demonstrate the ability to select important information for a concise presentation
• Demonstrate understanding through a full development of a topic using facts, statistics, examples, anecdotes and quotations
• Make expository presentations that report research or explore a topic thoroughly
• Make persuasive presentations that present a clear and logical argument

5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Oral, Visual, and Technological Communication
Page 208–209, Presentation
• Use visual displays (diagrams, charts, illustrations, video, multimedia, and all available technology) in ways that illustrate and extend the major points of the presentation
• Create nonlinear presentations using video, photos, Voice-over, and other elements
• Scan materials, such as photos, to incorporate into reports and nonlinear presentations
• Select appropriate forms of graphics to represent particular types of data (e.g., bar or line graphs)
Grade 7

Standard Six—Language

- Use digital photos or illustrations from the Internet
- Create nonlinear presentations (web pages) that convey information
- Communicate knowledge through multimedia presentations, desktop published reports, and other electronic media

6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Shared and Performance Reading
- Reflect meaning with the Voice through pause, stress, and phrasing
- Use the Voice to convey the author's purpose or stance
- Use the Voice to reflect literary features such as exaggeration, imagery, or personification

Thinking About the Text
- Use the Voice to convey the author's purpose or stance
- Use the Voice to reflect literary features such as exaggeration, imagery, or personification

Oral, Visual, and Technological Communication
- Plan modulation of Voice to create an interesting performance
- Demonstrate interpretation and personal style when reading aloud
- Demonstrate a personal style as a speaker
- Speak at an appropriate rate to be understood by the audience
- Enunciate words clearly
- Demonstrate the use of specific language for different kinds of presentation (dramatic, narrative, reports, news programs)
- Have an audience in mind before planning the presentation
- Demonstrate an awareness of the knowledge base and interests of the audience
- Select genre of oral presentation with audience in mind
- Use language appropriate to oral presentation words (rather than slang or overly formal prose)
- Deliver both formal and informal presentations and vary Content, language, and style appropriately

STANDARD SIX—LANGUAGE

Conventions of Standard English

1 Demonstrate command of the conventions of standard English Grammar and usage when writing and speaking.
   a. Explain the function of phrases and clauses in general and their function in specific sentences.
   b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
   c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Writing
Page 184, Conventions
- Make purposeful choices for punctuation to reveal the intended meaning
- Write a variety of complex sentences using conventions of word order and punctuation
- Use a range of sentences types (declarative, interrogative, imperative, exclamatory)

2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use a comma to separate coordinate adjectives (e.g., It was a fascination, enjoyable movie but not He word and old [] green shirt).
   b. Spell correctly.

Writing
Page 184, Conventions
- Try out new ways of using punctuation.
- Use commas to identify a series, introduce a speaker, or introduce a clause
- Write a variety of complex sentences using conventions of word order and punctuation

©2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.
Knowledge of Language

3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Writing
   Page 184, Craft
   • Select precise words to reflect what the writer is trying to say

Vocabulary Acquisition and Use

4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and Content, choosing flexibly from a range of strategies.
   a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s positions or function in a sentence) as a clue to the meaning of a word or phrase.
   b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
   c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify the precise meaning or its part of speech.
   d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Phonics, Spelling, and Word Study
   Page 234–235, Word Meaning
   • Recognize and use words as metaphors and similes to make comparisons

Word-Solving Actions
   • Distinguish between multiple meanings of words when reading texts

Writing
   Page 180, Word Choice
   • Use figurative language to make a comparison

Phonics, Spelling, and Word Study
   Page 232–233, Word Meaning
   • Understand many English words have Latin roots
   • Understand many English words have Greek roots

Word-Solving Actions
   • Use word parts to derive the meaning of a word
   • Use the context of the sentence, paragraph, or whole text to help determine the precise meaning of a word
   • Recognize and use the different types of dictionaries: general, specialized (synonyms, abbreviations, theme or topic, foreign language, thesaurus, electronic)

Guided Reading
   Page 346–347, Level X, Thinking Within the Text
   • Notice new and useful words and intentionally record and remember them to expand oral and written vocabulary

5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
   b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
   c. Distinguish among the connotations (associations) of word with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Guided Reading
   Page 346–347, Level X, Thinking Within the Text
   • Notice new and useful words and intentionally record and remember them to expand oral and written vocabulary
The Continuum of Literacy Learning, PreK–8 consists of seven different learning continua and provides a detailed and comprehensive list of behaviors and understandings to notice, teach and support at each grade level and A–Z text level. The following grids align specific statements of behaviors and understandings from The Continuum of Literacy Learning, PreK–8 with broad requirements from the Common Core Standards. We chose only a few examples to demonstrate the strong relationship between the Common Core Standards and the Continuum.

### STANDARD ONE—READING: LITERATURE

#### Key Ideas and Details

1. **Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**

   **Interactive Read-Aloud and Literature Discussion**
   Page 44–45, Thinking Beyond the Text
   - Support Thinking Beyond the Text with specific evidence based on personal experience or knowledge or evidence from the text
   - Consistently make predictions before, during, and after reading using evidence from the text to support thinking

   **Thinking About the Text**
   - Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text

   **Writing About Reading**
   Page 98–99, Thinking Within the Text
   - Provide evidence of understanding complex plots with multiple events and characters in responses to reading or in-text summaries

   **Guided Reading (Level Z)**
   Page 354–355, Thinking Beyond the Text
   - Support predictions with evidence from the text or from knowledge of genre

2. **Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.**

   **Interactive Read-Aloud and Literature Discussion**
   Page 44–45, Thinking Beyond the Text
   - Think deeply about social issues as revealed in realistic and historical fiction and discuss ideas with others
   - Recognize underlying political messages in fiction and nonfiction texts
   - Notice how the writer reveals the underlying messages or the theme of a text (through a character, through plot and events)
   - Derive and critique the moral lesson of a text

   **Writing About Reading**
   Page 98–99, Thinking Beyond the Text
   - State an interpretation of the writer’s underlying messages (themes)

   **Guided Reading (Level Z)**
   Page 354–355, Thinking Within the Text
   - Exercise selectivity in Summarizing the information in a text (most important information or ideas and facts focused by the reader's purpose)
   - Construct summaries that are concise and reflect the important and overarching ideas and information in texts

   **Thinking Beyond the Text**
   - Infer the big ideas or themes of a text (some texts with mature themes and issues) and assess how they are applicable to people's lives today
   - Infer themes and ideas from illustrations in graphic text

3. **Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal the aspects of a character, or provoke a decision.**

   **Interactive Read-Aloud and Literature Discussion**
   Page 44–45, Thinking Within the Text
   - Follow complex plots, tracking multiple events and gathering information about many characters and their traits and relationships
   - Identify and discuss the problem, the events of the story and the problem resolution

   **Thinking Beyond the Text**
   - Make predictions on an ongoing basis (progression of the plot, characteristics of the setting, actions of characters)
   - Draw conclusions from dialogue, including language with double-meaning (satire)

   **Shared and Performance Reading**
   Page 70–71, Thinking Beyond the Text
   - Notice and interpret dialogue and the meanings that are implied by it

   **Writing About Reading**
   Page 98–99, Thinking About the Text
   - Note aspects of the writer’s craft, including word selection, choice of narrator (first, second, or third person), use of symbolism, leads, dialogue, definition of terms within the text, divisions of text, and use of description

   **Guided Reading (Level Z)**
   Page 354–355, Thinking Beyond the Text
   - In texts with multiple complex characters, infer traits, motivations and changes through examining how the writer describes them, what they do, what they say and think, and what other characters say about them
   - In fiction or biography, infer characters’ or subjects’ thinking processes and struggles at key decision points in their lives
   - Identify significant events and tell how they are related to the problem of the story or the solution

©2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.
Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Interactive Read-Aloud and Literature Discussion
Page 44–45, Thinking Within the Text
- Keep flexible definitions of complex words in order to derive new meanings for them or understand figurative or connotative use
- Understand words used in a symbolic or satirical way

Thinking Beyond the Text
- Understand the deeper meanings of poetry and prose texts (symbolism, allusion, irony)

Thinking About the Text
- Notice and provide examples of the ways writers select words to convey precise meaning
- Appreciate poetic and literary texts in terms of language, sentence or phrase construction, and Organization of the text

Shared and Performance Reading
Page 70–71, Thinking About the Text
- Look closely at the written language to discover relationships among words and writing techniques

Writing About Reading
Page 98–99, Thinking About the Text
- Comment on the author's word choice and use of language to create subtle shades of meaning and to create the mood
- Recognize and comment on the writer's use of language in a satirical way or to convey irony
- Recognize and comment on how a writer uses language to evoke sensory images
- Recognize and comment on how a writer uses language to create symbolic meaning

Oral, Visual and Technological Communication
Page 208–209, Presentation
- Demonstrate awareness of and sensitivity to the use of words that impute stereotypes (race, gender, age) in general as well as to a particular audience
- Demonstrate awareness of words that have connotative meaning relative to social values
- Demonstrate awareness of words used to create satire and irony

5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Interactive Read-Aloud and Literature Discussion
Page 44–45, Thinking About the Text
- Notice and understand when the writer uses description, temporal sequence, comparison and contrast, cause and effect, and problem and solution
- Recognize the differentiation of plot structures for different purposes and audiences

Writing About Reading
Page 98–99, Thinking Beyond the Text
- Show evidence of connections to other texts (theme, plot, characters, structure, writing style)
- Describe connections between fiction and nonfiction texts, historical fiction and Content area study, fantasy and realism

Thinking About the Text
- Recognize and comment on aspects of narrative structure (beginning, series of events, high point of the story, ending)

Guided Reading (Level Z)
Page 354–355, Thinking Beyond the Text
- Connect and compare all aspects of texts within and across genres

Thinking About the Text
- Analyze the structure of complex plots in fiction and the Organization of the text in nonfiction
- Identify similarities across texts (concepts, theme, style, Organization, perspective)

6. Analyze how differences in the points of view of the characters and the audience or reader (e.g. created through the use of dramatic irony) create such effects as suspense or humor

Interactive Read-Aloud and Literature Discussion
Page 44–45, Thinking About the Text
- Recognize and compare multiple points of view
- Identify the sources of conflict in fiction texts and draw implications for the issues of today

Writing about Reading
Page 98–99, Thinking Beyond the Text
- Infer and describe a writer's attitudes toward social issues as revealed in texts

Thinking About the Text
- Critique realistic fiction texts in terms of authenticity of characters, accurate portrayal of current or historical issues, and appropriate Voice and tone
- Recognize the narrator and discuss how the choice of first, second or third person point of view contributes to the reader's enjoyment and understanding
- Analyze a text or a group of texts to reveal insights into the writer's craft (the way the writer reveals characters or uses symbolism, humor, irony, suspense)

Oral, Visual and Technological Communication
Page 208–209, Presentation
- Address counter arguments and listener bias
- Recognize and address opposing points of view on an issue or topic

Guided Reading (level Z)
Page 354–355, Thinking Beyond the Text
- In texts with multiple complex characters, infer traits, motivations and changes through examining how the writer describes them, what they do, what they say and think, and what other characters say about them
- In fiction or biography, infer character's or subjects thinking processes and struggles at key decision points in their lives
Standard One—Reading: Literature

Integration of Knowledge and Ideas

7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script evaluating the choices made by the director or actors.

Interactive Read-Aloud and Literature Discussion
Page 44–45, Thinking Beyond the Text
- Revise understandings and/or change opinions based on new information acquired through listening, reading, or discussion

Shared and Performance Reading
Page 70–71, Thinking Beyond the Text
- Make connections between plays, scripts, and narratives

Writing About Reading
Page 98–99, Thinking About the Text
- Comment on how layout and the format of a text contribute to the meaning, effectiveness, and artistic quality of both fiction and nonfiction

8. (Not applicable to literature)

9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Interactive Read-Aloud and Literature Discussion
Page 44–45, Thinking Beyond the Text
- Infer the significance of satirical texts (identify what is being satirized and discuss its significance)

Writing About Reading
Page 98–99, Thinking Beyond the Text
- Show evidence of connections to other texts (theme, plot, characters, structure, writing style)
- Infer and describe a writer’s attitudes towards social issues as revealed in texts

Guided Reading (level Z)
Page 354–355, Thinking Beyond the Text
- Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing

Range of Reading and Level of Text Complexity

10. By the end of the year read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Interactive Read-Aloud and Literature Discussion
Page 44–45, Thinking Within the Text
- Follow complex plots, tracking multiple events, gathering information about many characters and their traits and relationships
- Self-monitor understanding and ask questions when meaning is lost
- Build meaning across many texts—fiction and nonfiction

Thinking About the Text
- Recognize the genre of a text and use it to form expectations of the text
- Think critically about realistic fiction texts in terms of authenticity of characters, accurate portrayal of current issues, appropriate Voice and tone
- Think critically about historical fiction in terms of authentic portrayal of character within the setting and accurate reflection of historical events
- Appreciate poetic and literary texts in terms of language, sentence or phrase construction, and Organization of the text

Writing About Reading
Page 98–99, Thinking Beyond the Text
- Express changes in opinions, attitudes, or understandings based on insights gained from fiction or nonfiction texts

Thinking About the Text
- Critically analyze the quality of a poem or work of fiction or nonfiction offering rationales for points

Guided Reading (Level Z)
Page 354–355, Thinking Within the Text
- Demonstrate ability to use automatically and flexibly a wide range of word-solving strategies (e.g., dividing words into syllables, phonograms within multisyllabic words, using word parts, using prefixes and affixes, and connecting words to known words)
- Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding

Thinking About the Text
- Notice aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir and diaries, and other nonfiction, hybrid texts, parody, allegory, and monologue)
- Express tastes and preferences in reading and support choices with specific descriptions of text features (plots, use of language, kinds of characters, genres)
Key Ideas and Details

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Interactive Read-Aloud and Literature Discussion
Page 44–45
• Consistently make predictions before, during, and after reading using evidence from the text to support thinking

Writing About Reading
Page 98–99, Thinking Beyond the Text
• Support Thinking Beyond the Text with specific evidence from the text or personal knowledge

Oral, Visual, and Technological Communication
Page 208–209, Speaking and Listening
• Express opinions and support with evidence

Guided Reading (Z)
Page 354–355, Thinking Beyond the Text
• Support predictions with evidence from the text or from knowledge of genre

2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Interactive Read-Aloud and Literature Discussion
Page 44–45, Thinking About the Text
• Notice and provide examples of the ways writers select words to convey precise meaning

Shared and Performance Reading
Page 70–71, Thinking About the Text
• Give close attention to an informational text to look for particular features (signal words, comparisons) and use the information gained to produce readers’ theater scripts

Writing About Reading
Page 98–99, Thinking Beyond the Text
• Reflect inferences about the main and supporting characters’ feelings, motivations, attitudes, and decisions based on information from the text (also for subjects of biography)

Guided Reading (Level Z)
Page 354–355, Thinking Beyond the Text
• In texts with multiple complex characters, infer traits, motivations and changes through examining how the writer describes them, what they do, what they say and think, and what other characters say about them
• In fiction or biography, infer character’s or subject’s thinking processes and struggles at key decision points in their lives

Thinking About the Text
• Notice and compare the traits and development of characters within and across genres (well-developed characters vs. flat characters; heroic, multidimensional, etc.)
• Become critical of the subjects of biography (decisions, motivations, accomplishments)

Craft and Structure

3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Interactive Read-Aloud and Literature Discussion
Page 44–45, Thinking About the Text
• Notice how the writer reveals the underlying messages or the theme of a text (through a character, through plot and events)

Thinking About the Text
• Notice and compare the traits and development of characters within and across genres (well-developed characters vs. flat characters; heroic, multidimensional, etc.)
• Become critical of the subjects of biography (decisions, motivations, accomplishments)

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Interactive Read-Aloud and Literature Discussion
Page 44–45, Thinking About the Text
• Notice and provide examples of the ways writers select words to convey precise meaning

Shared and Performance Reading
Page 70–71, Thinking Within the Text
• Learn new words and the meanings for known words from the context of texts
• Notice interesting words and discuss origins or roots

Writing About Reading
Page 98–99, Thinking Within the Text
• Explore and comment on complex definitions for new words, including figurative and connotative uses
©2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Interactive Read-Aloud and Literature Discussion
Page 44–45, Thinking Beyond the Text
- Recognize and compare multiple points of view

Thinking About the Text
- Evaluate the quality or authenticity of the text, including the writer’s qualifications and background knowledge
- Think critically about informational text in terms of quality of writing, accuracy, and the logic of conclusions
- Identify contradiction

Writing About Reading
Page 98–99, Thinking Beyond the Text
- Infer and describe a writer’s attitude toward social issues as revealed in texts

Thinking About the Text
- Critique the author’s use of argument and persuasion

Oral, Visual, and Technological Communication
Page 208–209, Speaking and Listening
- Recognize faulty reasoning and bias in presentations and media messages
  Presentation
  - Differentiate between evidence and opinion
  - Recognize and address opposing points of view on an issue or topic

Guided Reading (Level Z)
Page 354–355, Thinking About the Text
- Assess whether a text is authentic and consistent with life experience or prior knowledge, including how the text reflects the lives of adolescents
- Assess whether social issues and different cultural groups are accurately represented in a fiction or nonfiction text
- Critique texts in terms of the writer’s bias or the use of exaggeration and subtle misinformation (as in propaganda)

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Interactive Read-Aloud and Literature Discussion
Page 44–45, Thinking Beyond the Text
- Make connections among informational texts and historical fiction and Content area study, using information from one setting to assist comprehending in the other

Writing About Reading
Page 98–99, Thinking About the Text
- Critique informational texts in terms of the quality of writing, accuracy, the logic of conclusions, and the coherence of the Organization

Oral, Visual, and Technological Communication
Page 208–209, Technology
- Recognize that information is framed by the source’s point of view and use this information to detect bias on websites

Guided Reading (Level Z)
Page 354–355, Thinking Beyond the Text
- Connect and compare all aspects of text within and across genres

Thinking About the Text
- Analyze texts to determine the writer’s point of view or bias, identifying specific language that reveals bias or qualifies as propaganda
- Engage in critical thinking across a writer’s body of work or across works on the same Content and discuss findings or produce a literary Essay

Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Interactive Read-Aloud and Literature Discussion
Page 44–45, Thinking Within the Text
- Self-monitor understanding and ask questions when meaning is lost

Writing About Reading
Page 98–99, Thinking About the Text
- Critically analyze the quality of a poem or work of fiction or nonfiction, offering rationales for points

Guided Reading (Level Z)
Page 354–355, Thinking Within the Text
- Using word-solving strategies, background knowledge, graphics, text Content, and readers’ tools (glossaries, dictionaries) to solve words, including Content-specific and technical words
- Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning
- Process long sentences (thirty or more words) with embedded phrases and clauses
- Process texts with a variety of complex layouts and with some pages of dense print and some printed in columns
- Change style and pace of reading to reflect purpose

Thinking Beyond the Text
- Acquire new Content and perspective through reading both fiction and nonfiction texts about diverse cultures, times, and places

Thinking About the Text
- Notice aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir and diaries, and other nonfiction, hybrid texts, parody, allegory, and monologue)
- Assess whether a text is authentic and consistent with life experience or prior knowledge, including how the text reflects the lives of preadolescents or adolescents
- Express tastes and preferences in reading and support choices with specific descriptions of text features (plots, use of language, kinds of characters, genres)
1. Write arguments to support claims with clear reasons and relevant evidence.
   a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

Writing
Page 176–185, Essay
- Begin with a title or opening that tells the reader what is being argued or explained—a clearly stated thesis
- Provide a series of clear arguments or reasons to support the argument
- Use opinions supported by facts
- Write well-crafted sentences that express the writer’s convictions

Organization
- Bring the piece to closure, to a logical conclusion, through an ending or summary statement
- Support ideas with facts, details, examples, and explanations from multiple authorities

Voice
- Produce expository writing that is persuasive and well constructed, and reveals the stance of the writer toward the topic

Drafting/Revising
- Add transitional words and phrases to clarify meaning and make the writing smoother
- Add words, phrases, sentences, and paragraphs to clarify meaning

Oral, Visual, and Technological Communication
Page 206–207, Word Choice
- Use specific vocabulary to argue, draw contrasts, indicate agreement and disagreement

Ideas and Content
- Make persuasive presentations that present a clear and logical argument
- Recognize and address opposing points of view on an issue or topic
- Support the argument with relevant evidence

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, Organization, and analysis of relevant Content.
   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with relevant well-chosen facts, definitions, concrete details, quotations, or other information and examples.
   c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Establish and maintain a formal style.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Writing
Page 176–185, Literary Nonfiction
- Write an engaging lead and first section that orient the reader and provide an introduction to the topic
- Include features (e.g., table of Contents, boxes of facts set off from the text, diagrams, charts) and other tools (e.g., glossary) to provide information to the reader
- Use headings and subheadings to guide the reader

Expository Nonfiction
- Use quotes from experts (written texts, speeches, or interviews)
- Use new vocabulary specific to the topic

Essay
- Provide details, examples, and images that develop and support the thesis
- Include illustrations, charts, or diagrams to inform or persuade the reader

Organization
- Bring the piece to closure, to a logical conclusion, through an ending or summary statement

Drafting/Revising
- Maintain central theme or focus across paragraphs
- Add transitional words and phrases to clarify meaning and make the writing smoother

Oral, Visual, and Technological Communication
Page 206–207, Ideas and Content
- Demonstrate understanding through full development of a topic using facts, statistics, examples, anecdotes, and quotations
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Writing
Page 176–185, Memoir (personal narrative, autobiography)
- Understand a personal narrative as an important story from the writer's life
- Use literary language (powerful nouns and verbs, figurative language)
- Understand memoir as a brief, often intense, memory of an event or a person with reflection

Short Fiction
- Understand fiction as a short story about an event in the life of a main character
- Compose a narrative with setting, dialogue, plot or conflict, main characters, specific details, and a satisfying ending
- Take points of view by writing in first or third person

Organization
- Use well-crafted transitions to support the pace and flow of the writing

Language Use
- Use concrete sensory details and descriptive language to develop plot (tension and problem resolution) and setting in memoir, biography and fiction
- Use descriptive language and dialogue to present characters who appear and develop in memoir, biography and fiction
- Write in second person to talk directly to the reader or for literary effect
- Use dialogue and action to draw readers into the story

Word Choice
- Select precise words to reflect what the writer is trying to say
- Use transitional words for time flow (meanwhile, next)

Voice
- Engage in self-reflection to reveal the writer’s unique perspective

Drafting/Revising
- Establish an initiating event in a narrative with a series of events flowing from it

Production and Distribution of Writing

Produce clear and coherent writing in which the development, Organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Writing
Page 176–185, Hybrid Texts (mixed genres)
- Select different genres with a clear purpose in mind

Organization
- Organize the text appropriately as a narrative or informational piece

Rehearsing/Planning
- Understand how the purpose of the writing influences the selection of genre
- Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan
- Write with a specific reader or audience in mind
- Write for a broader, unknown audience
- Select from a variety of forms the kind of text that will fit the purpose (books with illustrations and words; alphabet books; label books; poetry books; question and answer books; illustration-only books; letters; newspaper accounts; broadcasts)

Drafting/Revising
- Identify vague parts and change the language or Content to be more precise, to the point, or specific

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Writing
Page 176–185, Rehearsing/Planning
- Use sketches, webs, lists, diagrams, and freewriting to think about, plan for, and try out writing
- Plan for a story by living inside the story, gaining insight into characters so that the story can be written as it happens
- Observe carefully events, people, settings, and other aspects of the world to gather information on a topic or to make a story and characters true to life
- Get ideas from other books and writers about how to approach a topic
- Take audience and purpose into account when choosing a topic or addressing a theme
Grade 8

Standard Four—Writing

Drafting/Revising
- Understand the role of the writer, teacher or peer writer in conference
- Understand revision as a means for making written messages stronger and clearer to readers
- Change writing in response to peer or teacher feedback
- Understand that a writer rereads and revises while drafting (recursive process)
- Reorganize paragraphs or sections for better sequence or logical progression of ideas
- Identify vague parts and change the language or content to be more precise, to the point, or specific
- Reshape writing to make the text into a different genre (e.g., personal narrative to poem)

EDITING AND PROOFREADING
- Understand that the writer shows respect for the reader by applying what is known about conventions
- Know how to use an editing and proofreading checklist
- Understand that a writer can ask another person to do a final edit (after using what is known)

6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as sources as to interact and collaborate with others.

Writing
Page 176–185, HANDWRITING/WORD-PROCESSING
- Use word-processing with understanding of how to produce and vary text (layout, font, special techniques)
- Use word-processor to get ideas down, revise, edit, and publish
- Make wide use of computer skills, including PowerPoint, in presenting text (tables, layouts, graphics, and multimedia)

Oral, Visual, and Technological Communication
Page 208–209, GENERAL COMMUNICATION
- Send and respond to e-mail messages
- Participate in online learning groups
- Understand the concept of networking and be able to identify various components of a computer system

GATHERING INFORMATION/RESEARCH
- Search for and download information on a wide range of topics
- Use technology tools for research across curriculum areas
- Understand that material downloaded from interactive media should be credited and cited

PUBLISHING
- Use a variety of technology tools (dictionary, thesaurus, Grammar checker, calculator, spell checker) to maximize the accuracy of technology-produced products
- Communicate knowledge through multimedia presentations, desktop published reports, and other electronic media

Research to Build and Present Knowledge

7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

Writing
Page 176–185, REHEARSING/PLANNING
- Select own topics for informational writing and show through writing what is important about the topic
- Form questions and locate sources for information about a topic
- Conduct research to gather information in planning a writing project (e.g., live interviews, Internet, artifacts, articles, books)
- Search for appropriate information from multiple sources (books and other print materials, websites, interviews)

Oral, Visual and Technological Communication
Page 208–209, GATHERING INFORMATION/RESEARCH
- Understand the importance of multiple sites and sources for research

8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Writing
Page 176–185, EXPOSITORY NONFICTION
- Accurately document reports and articles with references, footnotes, and citations
- Include a bibliography of references, in appropriate style, to support a report or article
- Avoid bias and/or present perspectives and counter perspectives on a topic

IDEA DEVELOPMENT
- Provide details that are accurate, relevant, interesting, and vivid

Rehearsing/Planning
- Use notes to record and organize information
- Search for appropriate information from multiple sources (books and other print materials, websites, interviews)
- Understand the concept of plagiarism and avoid it (e.g., using quotes and citing resources)
- Evaluate sources for validity and point of view

Oral, Visual and Technological Communication
Page 208–209, PUBLISHING
- Draw information from both text (print) and non-text (photos, sound effects, animation, illustrations, variation in font and color) elements
- Locate and validate information on the Internet (from approved sites)
- Recognize that information is framed by the source’s point of view and use this information to detect bias on websites
- Read information published on Internet critically and compare points of view
- Cite and credit material downloaded from interactive media
Guided Reading
Page 350–351
- Construct summaries that are concise and reflect the important and overarching ideas and information in texts.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply Grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
   b. Apply Grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

Writing About Reading
Page 98–99, Thinking Within the Text
- Continuously check with the evidence in a text to ensure that writing reflects understanding.

Thinking Beyond the Text
- Make connections between historical and cultural knowledge and a text.
- Support Thinking Beyond the Text with specific evidence from the text or personal knowledge.
- Show evidence of connections to other texts (theme, plot, characters, structure, writing style).
- Describe connections between fiction and nonfiction texts, historical fiction and Content area study, fantasy and realism.

Thinking About the Text
- Critically analyze the quality of a poem, or work of fiction or nonfiction offering rationales for points.
- Critique the author’s use of argument and persuasion.
- Analyze a text or group of texts to reveal insights into the writer’s craft (the way the writer reveals characters or uses symbolism, humor, irony, suspense).
- Show evidence of ability to analyze an author’s use of mood, imagery, plot structure, and personification.

Writing
Page 175–186, Essay
- Provide details, examples, and images that develop and support the thesis.

Test Writing
- Respond to a text in a way that reflects analytic or aesthetic thinking.
- State a point of view and provide evidence.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing
Page 175–186, Test Writing
- Analyze prompts to determine purpose, audience, and genre (story, essay, persuasive letter).
- Write a clear and focused response that will be easy for the evaluator to understand.

Language Use
- Vary language and style as appropriate to audience and purpose.

Voice
- Produce expository writing that is persuasive and well constructed, and reveals the stance of the writer toward the topic.
- Produce narratives that are engaging, honest, and reveal the person behind the writing.

Rehearsing/Planning
- Use a writer’s notebook or booklet as a tool for collecting ideas, experimenting, planning, sketching, or drafting.
- Gather a variety of entries (character map, timeline, sketches, observations, freewrites, drafts, lists) in a writer’s notebook.

Drafting/Revising
- Understand revision as a means for making written messages stronger and clearer to readers.

EDITING AND PROOFREADING
- Understand that the writer shows respect for the reader by applying what is known about conventions.

Viewing Self as a Writer
- Write in a variety of genres across the year.
- View self as a writer.
- Write with initiative, investment, and independence.
- Self-evaluate own writing and talk about what is good about it and what techniques were used.
- State what was learned from each piece of writing.
- Be productive as a writer; write a specified quantity within a designated time period (e.g., one piece each week).
Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

   a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

   b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

   c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations and ideas.

   d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Interactive Read-Aloud and Literature Discussion

- Gather information from factual texts and use strategies for remembering it
- Remember where to find information in more complex texts so opinions and theories can be checked through revisiting
- Remember information in summary form so that it can be used in discussion with others and in writing

Thinking Beyond the Text

- Support Thinking Beyond the Text with specific evidence based on personal experience or knowledge or evidence from the text
- Revise understandings and/or change opinions based on new information acquired through listening, reading, or discussion
- Form implicit questions and search for answers in the text while listening and during discussion
- Think deeply about social issues as revealed in realistic and historical fiction and discuss ideas with others
- Actively see diverse perspectives and search for understanding of other cultures while listening, writing, and discussing texts
- Recognize and compare multiple points of view

Writing About Reading

- Notice and make note of or summarize significant information from illustrations or graphics; include information from graphics in writing summaries of texts
- Write statements that reflect understanding of both the text body and graphics and the integration of the two

Oral, Visual, and Technological Communication

- Work to use tone and gesture in a collaborative and meaningful way
- Evaluate one’s own part as discussant as well as the effectiveness of the group
- Facilitate the entire group’s discussion by ensuring that no one dominates and everyone has a chance to speak
- Monitor own understanding of others’ comments and ask for clarification and elaboration
- Restate points that have been made and extend or elaborate them
- Listen and respond, taking an alternative perspective
- Remember others’ comments and consider one’s own thinking in relation to them
- Anticipate disagreement and use language to prevent conflict and engender collaborative discussion
- Negotiate issues without conflict or anger
- Express opinions and support with evidence

Presentation

- Use specific vocabulary to argue, draw contrasts, indicate agreement and disagreement

2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Interactive Read-Aloud and Literature Discussion

- Recognize underlying political messages in fiction and nonfiction texts

Thinking About the Text

- Derive and discuss the author’s purpose (even if not explicitly stated)

Writing About Reading

- Notice and make note of or summarize significant information from illustrations or graphics; include information from graphics in writing summaries of texts
- Write statements that reflect understanding of both the text body and graphics and the integration of the two

Oral, Visual, and Technological Communication

- Critique presentations with regard to logic or presentation of evidence for arguments
- Examine information regarding the credibility of the speaker (or media messages)
- Recognize faulty reasoning and bias in presentations and media messages
- Identify, analyze, and critique persuasive techniques

Technology

- Draw information from both text (print) and nontext (photos, sound effects, animation, illustrations, variation in font and color) elements
- Demonstrate knowledge of strategies used by media games, video, radio/TV broadcasts, websites to entertain and influence people

Oral, Visual, and Technological Communication

- Use conventions of respectful speaking
- Respond to others’ ideas before changing the subject
Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Interactive Read-Aloud and Literature Discussion
Page 44–45
• Identify contradiction

Oral, Visual, and Technological Communication
Page 208–209, Speaking and Listening
• Critique presentations with regard to logic or presentation of evidence for arguments
• Examine information regarding the credibility of the speaker (or media messages)
• Recognize faulty reasoning and bias in presentations and media messages
• Identify, analyze, and critique persuasive techniques

Presentation
• Recognize that information is framed by the source’s point of view and use this information to detect bias on websites

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Oral, Visual, and Technological Communication
Page 208–209, Presentation
• Speak with appropriate volume for the size of the audience and place of presentation
• Speak directly to the audience, making eye contact with individuals
• Demonstrate a well-organized presentation with a clear Introduction, body and well-drawn conclusions
• Demonstrate the ability to select important information for a concise presentation
• Demonstrate understanding through a full development of a topic using facts, statistics, examples, anecdotes and quotations
• Make expository presentations that report research or explore a topic thoroughly
• Make persuasive presentations that present a clear and logical argument

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Oral, Visual, and Technological Communication
Page 208–209, Presentation
• Use technology (slides, video, etc.) as an integral part of presentations
• Use visual displays (diagrams, charts, illustrations, video, multimedia, and all available technology) in ways that illustrate and extend the major points of the presentation

Scan materials, such as photos, to incorporate into reports and nonlinear presentations
• Select appropriate forms of graphics to represent particular types of data (e.g., bar or line graphs)
• Communicate knowledge through multimedia presentations, desktop published reports, and other electronic media

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Shared and Performance Reading
Page 70–71, Thinking Within the Text
• Read with accuracy, fluency, and phrasing in unison with others and in solo parts
• Reflect meaning with the Voice through pause, stress, and phrasing
• Use dramatic expression where appropriate to communicate additional meaning for a text

Thinking Beyond the Text
• Use the Voice to convey multiple points of view

Thinking About the Text
• Use the Voice to reflect literary features such as exaggeration, imagery, or personification

Oral, Visual, and Technological Communication
Page 206–207, Presentation
• Demonstrate interpretation and personal style when reading aloud
• Demonstrate a personal style as a speaker
• Deliver both formal and informal presentations in a dynamic way
• Speak at an appropriate rate to be understood by the audience
• Enunciate words clearly
• Demonstrate the use of specific language for different kinds of presentation (dramatic, narrative, reports, news programs)
• Have an audience in mind before planning the presentation
• Demonstrate an awareness of the knowledge base and interests of the audience
• Select genre of oral presentation with audience in mind
• Use language appropriate to oral presentation words (rather than slang or overly formal dense prose)
• Deliver both formal and informal presentations and vary Content, language, and style appropriately
Conventions of Standard English

1. Demonstrate command of the conventions of standards English Grammar and usage when writing or speaking.
   a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
   b. Form and use verbs in the active and passive Voice.
   c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
   d. Recognize and correct inappropriate shifts in verb Voice and mood.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
   b. Use an ellipsis to indicate an omission.
   c. Spell correctly.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Use verbs in the active and passive Voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and Content, choosing flexibly from a range of strategies.
   a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
   b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
   c. Consult general and specialized references materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
   d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative languages, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., verbal irony, puns) in context.
   b. Use the relationship between particular words to better understand each of the words.
   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Powerful tools to plan literacy instruction at every stage of learning from renowned educators Drs. Gay Su Pinnell and Irene C. Fountas.

“These continua provide a way to look for specific evidence of learning from prekindergarten through grade eight, and across seven curricular areas. To create it, we examined a wide range of research on language and literacy learning, asked teachers and researchers for feedback, and examined curriculum standards in many states.”

—Gay Su Pinnell and Irene C. Fountas
Create a shared vision of learning based on Pinnell & Fountas’ groundbreaking research and the *F&P Text Level Gradient™*. 

Based on Pinnell & Fountas’ groundbreaking research and the *F&P Text Level Gradient™*, *The Continuum of Literacy Learning* is a powerful tool for both planning and assessment. Each volume is designed to help planners and classroom teachers create a common vision of learning that informs both curriculum and daily lessons. While the PreK–8 version was designed with educators working across a wide range of grade levels and the PreK–2 and 3–8 versions for classroom teachers, the different versions can be used interchangeably as they contain the same information. Use *The Continuum of Literacy Learning* as a:

- foundation for teaching
- framework for curricular planning
- link from assessment to instruction
- tool for evaluation and grading
- guide to intervention
- starting point for discussing expectations with parents
- basis for communicating effectively with administrators and staff developers.

Proficient readers and writers display recognizable behaviors at every phase of learning. When teachers recognize these behaviors, their knowledge guides assessment. When they notice, teach, and support these behaviors, they link assessment to responsive teaching. Irene Fountas and Gay Su Pinnell have been documenting these behaviors for over two decades. In *The Continuum of Literacy Learning* they combine everything they have learned about children’s literacy development into a comprehensive guide for teachers and leaders in literacy. In line with the *F&P Text Level Gradient™*, their guide identifies specific behaviors that demonstrate thinking and understanding within, beyond, and about a text.
The Continuum: A Guide to Teaching

The Fountas & Pinnell Benchmark Assessment System together with The Continuum of Literacy Learning enables teachers to closely monitor student’s reading growth and to plan an instructional program as well.


The Continuum of Literacy Learning: A Guide to Teaching, Grades PreK–8
978-0-325-02880-4

The Continuum of Literacy Learning: A Guide to Teaching, Grades PreK–2
978-0-325-02878-1

The Continuum of Literacy Learning A Guide to Teaching, Grades 3–8
978-0-325-02879-8

The Continuum of Literacy Learning Teaching Library

Live classroom examples of responsive teaching and assessment for teachers and staff developers

Through a set of 16 DVDs, join Gay Su Pinnell and Irene C. Fountas as they visit classrooms where teachers have designed instruction based on use of the Continuum of Literacy Learning. Whether you are an individual teacher, part of a small study group, or a staff developer, you will be able to look closely at student behaviors and the teaching moves that support students in increasing their ability to talk, read, and write in several different instructional contexts.

The Continuum of Literacy Learning Teaching Library, Grades PreK–2
Professional Development Teaching Collection
978-0-325-02812-5 / 8 DVDs + Facilitator’s Guide

The Continuum of Literacy Learning Teaching Library, Grades 3–8
Professional Development Teaching Collection
978-0-325-03737-0 / 8 DVDs + Facilitator’s Guide
Fountas & Pinnell

The Common Core Standards for Language and Literacy and The Continuum of Literacy Learning, Grades PreK–8: A Guide to Teaching