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Please enjoy this complimentary excerpt from *The Common Core Companion: The Standards Decoded, Grades K-2*. This excerpt outlines and carefully explains the K-2 reading standards and provides guidance for your instruction.

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

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

## Key Ideas and Details

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1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## Craft and Structure

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

## Integration of Knowledge and Ideas

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

## Range of Reading and Level of Text Complexity

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

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

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# College and Career Readiness Anchor Standards for

# Reading

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

## Key Ideas and Details

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

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

## Craft and Structure

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

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

## Integration of Knowledge and Ideas

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

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

## Range of Reading and Level of Text Complexity

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

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

students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily

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

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

**Standard 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

### Literature

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

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**1** Students ask and answer questions about key details in a text.

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**2** Students ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

### Informational Text

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## Explication: Grades K–2 Common Core Reading Standard 1 (b)

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### What the **Student** Does

#### Literature

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**K Gist:** Students ask and answer questions about key details in a text.

**They consider:**

- What happens or is said in this text?
- Which words, pictures, and sentences help me know this?

**1 Gist:** Students ask and answer questions about key details in a text.

**They consider:**

- What happens or is said in this text?
- Which words, pictures, and sentences help me know this?

**2 Gist:** Students ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to determine the key details in a text.

**They consider:**

- What happens or is said in this text?
- Which words, pictures, and sentences help me know this?

#### Informational Text

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**K Gist:** Students ask and answer questions about key details in a text.

**They consider:**

- What happens or is said in this text?
- Which words, illustrations, and sentences help me know this?

**1 Gist:** Students ask and answer questions about key details in a text.

**They consider:**

- What happens or is said in this text?
- Which words, illustrations, and sentences help me know this?

**2 Gist:** Students ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to determine the key details in a text.

**They consider:**

- What happens or is said in this text?
- Which details (words, illustrations, and sentences) support the key ideas?

### What the **Teacher** Does

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

- Before introducing a text, identify the main idea or message for yourself. Go through the book and notice the details that support it and flag them with sticky notes. Then, plan out prompts and questions that you will pose to students. We liken this process to Hansel dropping those pebbles leading homeward; by planning questions ahead of time, you can more easily guide students to spot the main idea. Conversely, when teachers don't plan, lessons can go awry. For example, if the main idea of a passage is that cities create heat (cars, buildings, people) and thereby change the weather, and you don't recognize that this is what students should be reading for, then it becomes difficult to pose a proper "trail" of questions leading students toward the text's significant details.
- During a lesson or while conferring, be sure to give students sufficient time to consider the questions and prompts you pose. Figuring out the author's main idea or message is often hard, subtle work. Don't hesitate to rephrase prompts if students seem stuck. Remind them that they can look for answers in the text, reread, study illustrations, and so forth. Providing time for students to respond can make all the difference in the world.
- Use a text or passage that is brief enough to be read more than once, so that students can begin with an overall understanding before homing in on specifics. As you read, pause occasionally to pose questions about words, actions, and details that require students to look closely at the text or illustrations for answers. (Note: When your goal is to demonstrate where in the text you found something to support your reasoning, make sure that the text is large enough for students to see and interact with. Charts, enlarged texts, and whiteboards help.)
- Model close reading by thinking aloud as you scrutinize a text's words, sentence structures, and other details to understand its meaning. To focus students' attention, write on sticky notes and place them on the text, use chart paper, annotate in the margins, and/or highlight via a tablet or whiteboard.

#### To help students to determine what the text says explicitly:

- Model how to determine an author's message by saying what happened (literature) and naming the important facts (informational). As you do, point to words, sentences, illustrations, and text features as evidence and record on chart paper or graphic organizers (see

online resources at [www.corwin.com/thecommoncorecompanion](http://www.corwin.com/thecommoncorecompanion)).

- Over weeks of working with different texts, continue to guide students to determine explicit meanings on their own. Use sentence stems and other graphic organizers to support students' explanations of what happened and their recall of important facts; use think-alouds so students hear how you arrive at explicit meanings, and point to specific places in the text to support your conclusions.

#### To help students make logical inferences from a text:

- Select texts to read aloud or share with students that allow them to make logical inferences. Ask questions that lead them to infer (I wonder why he did that? I wonder what she thought? I wonder why the boy in the illustration looks sad?). As students answer these questions, ask them to explain how they arrived at their conclusions using specific words and phrases in the text.
- Routinely ask students to show you the textual evidence that supports their inferences.

#### To support students in asking and answering questions about key details in a text:

- Model asking questions about a text by writing questions on chart paper or annotating in the margins when using a whiteboard. Try to ask more analytical (how, why) questions than literal (who, what, where, when) questions.
- Elaborate on what led you to ask a question. When reading a book about beavers, you might say, "Whenever I see a picture of a beaver, they're chewing on a tree branch. I wonder why they do this?" This will help students recognize that a question is typically an extension of something we already know.
- Demonstrate how the answers to many of their questions can be found in the text. If the text is on a chart or in a big book, mark the answers to questions with sticky notes or highlighting tape, calling attention to the *exact words* that help answer a question.

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

- Work with small groups to help students feel more comfortable sharing ideas. Make sure that each student has a copy of the text or that the text is large enough for them all to see comfortably. Allow students time to read a text or a portion of one several times to make sure they have





**Academic Vocabulary:** Key Words and Phrases

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

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

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

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

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

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

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

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

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

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

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

*Notes*

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## Planning Page: Reading Standard 1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

<b>Purpose of Lesson/s:</b>	
<b>Planning the Lesson/s</b>	<b>Questions to Ask</b>
<b>Differentiating Instruction</b>	<b>Thinking Beyond This Standard</b>

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