



NEW YORK
Common Core State Standards

Teaching Reading Standards for Kindergarten
A Practical Summary based on *The Common Core: Teaching K-5
Students to Meet the Reading Standards*
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How Can Teachers Effectively Use the Standards?

Notes/Summary:

- To most effectively understand and teach the common core teachers must look at the standards vertically and horizontally
- Vertically- looks at what students need to know by the end of each grade level
- Horizontally- allows us to see how the skills build on one another and to understand how essential the previous levels skills are to being met in order to add new skills
- Break down the standards to understand their goals and brainstorm strategies to help them build those skills for the best success
- Common Core skills focus on higher level thinking skills such as interpreting, and literary analysis versus traditional standards that have focused on reader response and comprehension
- Common Core goals for grade levels are broad with little direction- teachers must map out how to build to meeting the grade level goals
- For Reading and ELA Standards comprehension is not a direct goal but is essential to having students achieve the grade level Common Core Standard
- Comprehension involves applying relevant background knowledge, monitoring, visualizing, self-questioning, inferring, summarizing and evaluating

Common Core:

- Comprehension is an unspoken component in all of the reading standards which needs to be explicitly taught in order to reach any grade level standard

Implementation:

- ✓ Directly target comprehension
- ✓ Ongoing assessment of student literacy skills can include: teacher observation, strategy applications, the Bookmark Technique, retellings/summaries and brief written responses
- ✓ Start early and often with having students using/referencing text to answer questions

Lesson Ideas:

- Using the Common Core Standards effectively must involve lesson planning that breaks apart the grade level standard to help set up small target goals that will build on each other to ultimately help students achieve grade level expectations
- The Common Core Standards are fewer but broader skill based

Assessment and the Common Core

Notes/Summary:

- We use formative assessment while we teach and summative assessments to find out what our students have learned.

- Assessment Consortia like PARCC and Smarter Balanced have created resources to assess how well our students have met the standards

Formative assessment:

- 1- *Specified Learning Goals*-results to show how well the students are meeting set goals and to improve teaching & learning

- 2-*Collaboration*-teachers observe, review and use students feedback to improve teaching & learning

- 3-*Dynamic Nature*-its ongoing, multiple measures, occurs during teaching & learning

- 4- *Descriptive feedback to teachers & students*- students engage & give feedback on their performance while teachers provide specific suggestions to students

- 5-*Continuous improvement*-allows for descriptive and specific feedback to teachers & students to adjust teaching & learning.

- Common Core State Standards say it helps to gain insight into student progress in all areas, measures student growth & informs teachers' ongoing efforts to help w/ the standards

Strategy Examples:

1-*Definition Map*-students respond to questions & connect the new information to prior knowledge (maps or graphic organizers)

2-*Bookmark Technique*-students make 4 decisions with the text-a)most interesting part b)a vocab word c) something confusing d) a chart, map, illustration, or graph that helps to understand the text

3-*Lyric Summary*-small groups brainstorm a lists of facts and write new lyrics to the a song they choose->the teacher then observes the students creating and performing looking at collaboration ability, brainstorm ideas & summary into a song

4-*Discussion*-students' integration of listening, speaking and thinking skills with opportunities to engage in higher order thinking while records

5-*Tickets Out* – students record the most important thing they learned and what questions they have on an index card, and then give it to the teacher as they exit the class-the teacher then reviews the cards and recognizes what the students have learned and clarifies confusing areas the following day with the entire class.

- Using the Observation to gather student feedback-

-teacher must first establish a purpose & determine how it will be used (for example: using a checklist on specific targets-characters, setting, problem...)

-An example of a way to organize student observation is mailing labels on a clipboard and then place on paper to put in student folder

Summative Assessment:

- occurs at definitive times, like at the end of a chapter or grading period
- accountability is measured on a single day with a single summative test, but proven through the school year
- 5 *federally funded state assessments associations* (summative assessments):
1-PARCC 2-Smarter Balanced Assessment Consortium 3-National Center and State Collaborative Consortium 4-National Center and State Collaborative Consortium 5-Assessment Services Supporting ELs through Tech
- 7 Elements for successful assessment system:
 - a) the guided by Common Core & standards-based curriculum
 - b) the evidence of actual student performance & challenging tasks
 - c) Teachers take part in developing curriculum for scoring of assessment measures on-demand & state or national examinations
 - d) the measures are designed to continued improvement of teaching & learning
 - e) designed to help the quality of learning
 - f) new technologies help assessment quality & accountability
- Alternative federally funded Assessment Consortia:
 - 1) *Dynamic Learning Maps & National Center and State Collaborative (implemented 2014-2015)*
 - 2) ASSETS, the English-language proficiency assessment project (2015-2016)-dynamiclearningmaps.org
- **OVERALL:** Assessments are shared responsibility & motivates students to take an active role measuring performances and growth in teaching and learning

Common Core:

- Speaking and Listening Standard 1
- Reading Standard 2 and Reading Standard 10 (literature and informational text)
- Language Standard 4:words' meaning
- Reading Literature Standard 2
- Reading Informational Text Standard 2
- Writing Standard 8
- Speaking and Listening Standard 2:summarize narrative or informative text

Implementation:

- ✓ Teacher- organize student observation with mailing labels on a clipboard and then place on paper to put in student folder (student folders are currently in use)
- ✓ Lyric summary- adapt it to Kindergarten level –current dynamics split group into 2 with teacher and aide leading each- use a song/poem we have learned or use to place new information from current lesson/activity into-small group collaboration w/ adult support

Lesson Ideas:

- Using both formative and summative assessment throughout the school year will be effective
- Adapt the assessments offered with the New York State Kindergarten ELA Listening & Speaking Modules
- An overall goal of Kindergarten and AIS team teachers will be aligning the assessments with the district

Implementation of the Common Core Standards

Notes/Summary:

- The Common Core State Standard Initiative is progressing at lightning speed
- Providing Professional Development in sufficient qualities and quantities to ensure that teachers and administrators are prepared for the new demands of the Common Core, have and will present quite a challenge
- National organizations are making efforts to provide information and resources that are being connected across the U.S. In a rapid manner
- Higher education institutions have the responsibility to prepare pre-service teachers for the increasing demands of teaching in a Common Core world
- Each school district has the ultimate responsibility for ensuring their faculty members are knowledgeable, skillful, and thoughtful about the implementation of the Common Core

Common Core:

- Implementation of the Common Core Standard is a colossal endeavor, one that requires a great deal of time, effort, and collaboration among all who have responsibility for student achievement

Implementation: (noted from text to apply to the classroom)

- ✓ To implement the Standards, schools have taken on the CCLS in its entirety and through providing Professional Development for all school employees
- ✓ To further support the implementation of the Standard, schools have also incorporated grade level team meetings, common planning time, and specified PLC times

Lesson Ideas: (ideas on how this chapter can be included in the kindergarten classroom)

- All student lessons will be tied into the CCLS required in ELA and Math
- Kindergarten ELA State Modules are currently being implemented in ELA and Math

Beginning Readers, the Teaching of Reading, and the Common Core

Notes/Summary:

- The following skills are part of a comprehensive reading program
- PHONEMIC AWARENESS- (also phonological awareness) awareness of the sounds of spoken words
- PHONICS- a way of teaching reading and spelling that stresses sound- also aware that speech is a sequence of sounds
- FLUENCY- the ability to read quickly, effortlessly, and efficiently with expression and comprehension
- VOCABULARY- growth of a person's stock of known words and meanings
- COMPREHENSION- can be taught as early as kindergarten- a starting point (where readers are and what they know)

Common Core:

- The ELA Standards in the Foundational Skills section include: Concepts About Print, phonics, word recognition, and fluency
- The standard does not include vocabulary in great length, nor do they require the teaching of metacognitive reading comprehension strategies

Implementation:

- ✓ There are numerous practical, motivational, and fun ways to teach different aspects of phonemic awareness
- ✓ Each skill has different goals, yet all incorporate all pillars of Literacy

Lesson Ideas:

Teach:

- COMPREHENSION- by making connections, visualizing, and summarizing
- VOCABULARY-repetition, rhymes, riddles, and roots
- FLUENCY- repeated reading, echo reading, choral reading, model fluent reading
- PHONICS- alphabet scrapbook, making and writing words, using letter patterns
- PHONEMIC AWARENESS-rhyme, syllable manipulation, phoneme manipulation, sound addition or deletion activities

English Learners, Students with Disabilities, Gifted and Talented Learners, and the Common Core

Reshaping Curriculum to Accommodate the Common Core and the Teaching of Reading

Notes/Summary:

- English learners are the fastest growing educational population
- English Language Learners are capable of learning at levels comparable to those of English speakers as long as there is good, structured, explicit teaching
- Provide opportunities for students to be engaged and have many visual aids for English learners
- Students with disabilities may need accommodations on a reading assessment if the reading disability negatively impacts reading behaviors
- Reading instruction is required for students with disabilities
- Accommodations are not a replacement for effective teaching
- Students with disabilities are expected to participate fully in the instruction based on the CCSS
- Students should have accommodations and support but the standards cannot be made easier
- There are 3 principles of Universal Design for Learning: providing multiple means of representation, multiple means of action and expression, and multiple means of engagement
- A gifted reader often adds their own prior knowledge with text information. At times, this can interfere with the literal levels of comprehension
- Teaching reading comprehension strategies should begin at the primary grades
- Effective instruction has to link comprehension skills with comprehension strategies
- There are three levels of complex text and they are: uncomplicated, more challenging, and complex text
- Students are going to need careful instruction to learn how to read at the level required by the CCSS
- Fluency, accuracy and comprehension are all important areas to be assessed when testing a student's reading ability
- There are four levels of teaching students to generate and respond to questions:
 - memory (who, what, where, when)
 - convergent (why, how)
 - divergent (imagine, suppose, predict)
 - evaluative (defend, judge, what do you think?)

Common Core:

- L1-ask and answer questions about key details in a text
- S&L1-participate in collaborative conversations with partners about topics and texts with peers and adults in small groups

Implementation:

- ✓ Fluency, accuracy and comprehension are all important areas to be assessed when testing a student's reading ability
- ✓ Teaching reading comprehension strategies should begin at the primary grades
- ✓ Provide opportunities for students to be engaged and have many visual aids

Lesson Ideas:

- Students with disabilities are expected to participate fully in the instruction based on the CCSS with accommodations
- Teachers can make sure they are providing a chance for the students to express themselves, engage in conversation and times for them to teach what they've learned
- Gifted and talented students need to be challenged within the common core classroom
- Teachers should provide students with a full range of research based best literacy practices when implementing the ELA CCSS

CCR Reading Anchor Standard 1- Reading Closely and Citing Textual Evidence

Notes/Summary:

- Goal of College and Career Readiness Reading Anchor 1 is to make sure the student can read and comprehend the author's message in text.

- This means students need to be able to read closely, draw conclusions/make inference that make sense, cite text evidence

- **Read closely**= reading like a detective

- Examine evidence and draw logical conclusions to support ideas
- Can be looking at theme, interactions among characters, and story events

- **Logical Inferences**= finding clues in text + reader's background knowledge

- Background knowledge on topic, author, or content
- Background knowledge and reading closely help reader make logical leaps in understanding

- **Citing Textual Evidence**= words verbatim/ quoting the author

Common Core:

CCR 1 is broken down into skills that are built on one another:

- K-2: emphasizes learning to ask and answer questions about key details in text
- 3rd grade: adds use text to support questions and answers
- 4th grade: adds being able to draw inferences from the text
- 5th grade: adds being able to quote the text accurately when asking and answering questions, drawing conclusions, and making inferences

Implementation:

- ✓ Introduce reading complex text closely during read-aloud/ shared readings with focused discussion
- ✓ Beginning in first grade start to scaffold support to foster student independence
- ✓ Choose text that has complex ideas to allow opportunity for inferencing, choose material relevant to students
- ✓ To promote understanding you must have peer discussions (10-20 minutes). Teachers should focus on students' inquiries, connections, and interpretations not on the questions that are asked and answered
- ✓ Integrate other standards such as writing standards, language standards targeting vocabulary, and speaking and listening standards in discussions

Lesson Ideas:

- Read aloud for K should have teacher support and prompting throughout
- Teaching key details: use a story map/graphic organizer to help students learn to identify characters, setting, problem, attempts to solve problem, and resolution
- Provide opportunities to have students create questions both basic and complex. Basic questions have answers that are found directly in the text. Complex questions have students infer
- Model inferencing with charts. Link what students know with what is in the text in discussions
- Use graphic organizers to cite text evidence. Have students infer then provide text evidence to support their conclusion
- **Close reading** promotes CCR standard 1
 - Introduce text with no pre-reading discussion
 - First reading is done independently by the student
 - Second reading is a teacher read aloud discussion on vocabulary and context of passage
 - Text dependent questions are introduced
 - Third reading students must find evidence to answer the questions
 - Single, concise sentence is made to answer text dependent question
 - Written or oral response of analysis of text with evidence to support

CCR Reading Anchor Standard 2- Determining Central Ideas and Themes

Notes/Summary:

- CCR Reading Anchor Standard 2 means that readers are expected to understand the author's message by determining the point of the text or the main idea as well as summarizing the key details to support it.
- 3 Reading Skills in Standard 2: ❶ Determine the central idea or theme of a text, ❷ Analyze the development of ideas or themes in a text, ❸ Summarize the key details and ideas in a text
- *Central Ideas in Informational Text*: Students are need to understand the message the author is trying to convey and think logically to be able to write a solid answer to a question.
- *Themes in Literature*: The author wants the reader to remember or take away with after reading and English Language Arts classes expect students to do this as they read and analyze text.
 - -Authors offer themes in many ways such as: how characters feel, what they think, say, learn or through title or conflict of events
 - Summarizing Key Supporting Details and Ideas is extracting the most important ideas from a text and students are expected to be able to do this especially for informational text.
- CCR Anchor Standard 2 =s big ideas in texts -> teachers need to teach so that students can meet this and be able to talk about the big ideas in a variety of texts.
- 4 Main skill areas to teach Anchor Standard 2 by the end of fifth grade for students to be on track for further grade levels:

- 1-Retelling and recounting
- 2-Determining themes in literary text
- 3-Determining main ideas and key details in informational text
- 4-Summarizing

- In Literature, teachers should use a variety of materials like stories, dramas and poetry with obvious themes for younger students like the battle of good and evil and appropriate materials for each grade level.
- In Informational Text, teachers should integrate with content areas.

Example: K Skills and Strategies for CCSS 2 for Reading Literature and Informational Text: Identify the beg., middle, and end of a story and retell a story with details , and identify the main topic of an informational text, identify key details in the text and retell with key details

- Standard 2 strategies for student achievement:

- 1) S-T-O-R-Y (an acronym): S-Setting, T-Talking Characters, O-oops, a problem, R-attempts to resolve problem Y=yes, the problem is solved
- 2) Retelling: Draw and Labeling Retelling: can be completed orally, in writing, by sketching, or through dramatization including 4 points-Who? Where? What happened? How did it end? ---
→characters, setting, problem and resolution comes out
- 3) Determining Message, Lesson, or Moral (fables or folktales in R.L. Standard2 beg. at grade 2):
Read aloud Aesop's fables appropriate for the class/grade level and discuss each relating to students' livings

4) Technology Connections

Example: Digital Storytelling- digital recorded pictures (from a digital camera) with a soundtrack of the narration and music that elementary level students can use to demonstrate story structure- iMovie and Movie Maker

- Integrating other ELA Standards with Reading Standard 2

- Speaking and Listening Standard 5 → create audio recordings, visual displays or multimedia presentations of main ideas or themes by having students create visual models that focus on the narrative elements of a book (literature)
- Writing Standard 2 of informative/explanatory writing where K-2 students need to introduce the topic, supply facts and provide closure, can write about what makes such texts effective to meet this standard (for example includes a main idea with key details)
- Overall goal: We want our students to be able to become accustomed to asking themselves after reading an informational text/literature, “what’s the big idea?” (central message, idea, theme)

Common Core:

Some Examples of this:

- CCSS 2 for Reading Literature in Grades K-5-Supporting Skills and Strategies
 - CCSS 2 for Informational Text Grades K-5-Supporting Skills and Strategies
- Integration examples-
- Reading Informational Text Standard 1,3,7, Writing Standard 2, Speaking and Listening Standard 1,5 & Language Standard 6
 - Reading Literature Standard 1,3,5,7,9, Writing 3, Speaking and Listening 1, 5 & Language 5

Implementation:

- ✓ Have students use technology (digital cameras & computer software) within the Reading Anchor Standard 2: Determining Central ideas and themes, as well as the literary structures like setting and character
- ✓ Use the Bio-Pyramid, Main Idea Chart, S-T-O-R-Y and Draw and Label Retelling Table (whole group, small groups, pairs or individual depending on grade level)

Lesson Ideas:

- The ideas within the chapter, like the use of technology, the bio-pyramid, main idea chart and draw and label retelling table could be used in Kindergarten with the appropriate adult guidance

- In my classroom in particular, there is at certain times 2 to 3 adults and/or an older student helper available. We could split the students up into small groups and each group would be supported by an adult or student helper. For example after reading a text within each group, such as *Goldilocks and the Three Bears* or a Scholastic News magazine article, each group could work to provide the main idea/ theme/story structure and key details, using a technique suggested in this chapter. As a conclusion the groups can share out their information to the rest of the class.

CCR Reading Anchor Standard 3- Individual, Event, and Idea Development

Notes/Summary:

- CCR Anchor Standard 3 focuses on 4 college reading skills (the ability to analyze how: individuals, events, and ideas develop and interact and to recognize how they interact together) over the course of a text.
- Characterization is a huge component of this standard.
- Authors of literature often show the relationships between and among the characters, events, and ideas in an understated way, yet establishing a deeper sense of the story or poem.
- In informational text, readers understand how ideas are related and build top the main idea.
- If students can understand the concepts, they can explain the interactions, and are better equipped to write coherently.
- Reading Standard 3 is about reading and understanding a text rich in detail and idea development. To achieve this standard, students need to understand the narrative text structure of stories, poems, and dramas

Common Core:

We integrate the other ELA standards with Reading Standard 3 by:

- reading a literary text closely (Rdg Lit St 4)
- referring to terms that are specific to texts (Rdg Lit St 5)
- teaching students to refer to a char/author's POV when writing or speaking of a text (Rdg Lit St 6)
- comparing and contrasting elements (Rdg Lit St 9), teach students to write descriptively (Wr St 3)
- effectively engage in collaborative discussions (Sp & L St 1)
- teaching vocab that refers to descriptive language (Lang St 5)

Implementation:

- ✓ In this standard, we “analyze how and why individuals, events, and ideas develop and interact over the course of the text.
- ✓ Comparing/contrasting using story maps, character trait and quote maps, and contrast charts
- ✓ Defining character, setting, and event
- ✓ Identifying key details about an individual, event, or idea

Lesson Ideas:

- Engaging in rich text discussions and recalling information
- Informative/explanatory writing
- Compare and contrast events, individuals, and ideas with maps and charts

CCR Reading Anchor Standard 4- Meanings of Words and Phrases

Notes/Summary:

- College and Career Readiness (CCR) Reading Anchor Standard 4 focuses on the meaning of words and phrases that the author uses in their writing
- Students are expected to be able to analyze the words an author uses in a text
- CCR Standard 4 also focuses on diction which is the way a person pronounces words and the author's choice and style of expression
- Reading standard 4 also connects to vocabulary
- There's a technology connection with CCR Reading Anchor Standard 4. Dalton and Grisham (2011) have created a PowerPoint template that includes the vocabulary word, definition and an explanation for why the word is important, a graphic and an audio recording
- Several other ELA standards are integrated into Standard 4 to design rich instructional tasks
- Students need a variety of experiences with words that contain affixes and root words
- When students know what words within the text mean, they can more deeply comprehend the text
- Reading Anchor Standard 4 focuses on five college reading skills:
 - o Ability to interpret word and phrases
 - o Ability to determine technical meaning
 - o Ability to determine connotative meaning
 - o Ability to determine figurative meaning
 - o Ability to analyze how word choices determine meaning
- Common Core Standards build on CCR Anchor standard 4 by: **1** Asking questions about words, **2** Words and phrases that suggest feelings and appeal to the senses, **3** Figurative language, and **4** General academic and domain specific words

Common Core:

- Reading Standard for Literature 4-Ask and answer questions about unknown words in a text
- Reading Standard for informational text 4-with prompting and support, ask and answer questions about unknown words in a text
- Reading Standards: Foundational skills 4-read emergent reader texts with purpose and understanding

Implementation:

- ✓ Beginning in kindergarten we as teachers need to show students specific vocabulary words to increase their understanding of texts and books they are reading
- ✓ Remembering to focus on context clues to determine the meaning of an unknown word
- ✓ Have students work with partners to go over vocabulary words & ask questions about unknown words

Lesson Ideas:

- Go over a few new vocabulary words and their meaning each week
- Learn a new prefix, suffix, or root word every few week and what each stands for

CCR Reading Anchor Standard 5- Structure of Texts

Notes/Summary:

- Standard 5= students need to read texts that are highly challenging in structure
- Students need to have the skills to understand the structure and the complex text to help their understanding by ordering events, and relating between ideas in the text
- Must be able to analyze the author's choices to be how it helps the overall structure and meaning of the text
- There are 2 primary Text Structures: narrative (story based) and informational (fact based)
- Each text structure has 5 elements:
 - Description- characteristics, facts, and features of a topic
 - Sequence- relates the order in which things occur
 - Comparison/Contrast- identifies patterns- similarities and differences
 - Cause/Effect- pattern that shows how events, ideas are a result of other ideas, acts
 - Problem/Solution- pattern that shows the problem and provides a solution
- We need to teach explicitly teach students text structures to help increase comprehension
- Text structure helps students understand and identify information as well as predict the questions these passages will generate

Common Core:

CCR 5 is broken down into skills that are built on one another:

- K-3: recognize poems, fiction, and informational text.
 - K- know different parts of a book
 - Grades 1-3- identify and use text features to locate information and answer questions
- 4-5: identify and explain structure of stories, poems and dramas
 - Use informational text structures to help them answer questions.
 - Write concise and accurate summaries of a text

Implementation:

- ✓ Graphic organizers provide students with ways to practice identifying story elements
Narrative: Provide students with an organizer that requires the students to fill in the characters, setting, problem, attempts to resolve and resolution BEFORE a story
- ✓ Students record their predictions on the organizer, then revisit their predictions after the story and make changes to match the text
- ✓

- ✓ Informational: several graphic organizers can be used to focus on specific skills
 - Description: works to identify words from the text that supports the topic word (example: T-Rex description)
 - Sequence: order the events in the text (example: biographies)
 - Comparison/Contrast: review similarities and differences using a Venn Diagram (example: dolphins and sharks)
 - Cause and Effect: describes how events or ideas come to be as a result of other events (example: historical battle)
 - Problem and Solution: identifies a trouble and an idea of how to answer it (example: science invention)

Lesson Ideas:

- For narrative (fictional, story based) texts introduce prediction graphic organizer
- Teach vocabulary words that help to identify/locate story elements:
 - Description: above, below, down, under
 - Sequence: first, second, third, next, last, then
 - Compare/Contrast: although, but, compared with, however, different from, similarly
 - Cause and Effect: because, as a result, since, if....then, therefore
 - Problem and Solution: because, since, consequently, as result, cause, solve, resolve
- Following reading have students revisit their predictions and edit using a different colored pen
- For informational text identify the skills for the students to work on and provide a graphic organizer to help focus their understanding of the text

CCR Reading Anchor Standard 6- Point of View

Notes/Summary:

- CCR Reading Anchor Standard 6 means that readers are expected to understand that in literature and informational text, a certain point of view allows readers to feel certain ways or be persuaded to a certain belief
- The ability to identify and explore the point of view/author's purpose allows students to get a better understanding of the text
- In informational text, exploring the author's purpose allows the reader to determine the credibility of the information presented
- 2 Reading Skills: 1- assess how *point of view* shapes the content & style, 2-assess how *purpose* shapes the content & style
- 3 *Main skill areas for students to gain in the reading standard 6 by the end of 5th grade:*
 - 1-point of view 2-determining an author's main purpose 3- comparing and contrasting point of view
- *Teachers need to teach about point of view in different types of text like:*
 - in reading literature standard 6, students need chances to determine point of view in stories, dramas & poetry (example: first person)
 - in reading informational text standard 6, students need chances to read well-written informational text with images

Common Core:

- Incorporate it with the Speaking & Listening Standard 1, when reading stories etc. engage students in whole-group, small group or paired collaborative discussions on point of view/author's purpose
- Incorporate it with Writing Standard 1, when the student writes an opinion about a topic or text and supports his/her point of view with reasons & information

Implementation:

- ✓ Point of View: The "Open-Mind Portrait"->to understand a character's perspective or point of view within stories, biographies or informational text
- ✓ Students draw and color a portrait of a character/famous person from a text read->cut it out->trace it on 1 or more blank sheets of paper->on the blank pages, draw or write about the person's thoughts or feelings to observe how the characters point of view evolves.
- ✓ Compare & Contrast: "Thinking Hats" & the "Jigsaw II," a cooperative learning method, where students work in small groups to brainstorm a list of character's possible points of view in the story-> regroup into "expert" Thinking Hats groups->discuss the story from the view point of one character->students return to their original group as an expert on one character's point of view->group records the characters' thoughts on a chart and compare & contrast the characters' points of view by the similarities & differences
- ✓ *Incorporate Technology into teaching this standard- Comic Stripes-students create them where characters describe their perspectives on a situation-WWW.makebeliefscomix.com*

Lesson Ideas:

- During Read Aloud and the Listening Station (where students listen to books on CDs), have the students identify the author & illustrator and what their role is in telling the story
- The idea of using *Charlotte's Web* as a daily read aloud (this would be more appropriate for the end of the Kindergarten year) to compare and contrast points of view-have students dress up and role play some of the characters, like Wilbur and Fern

CCR Reading Anchor Standard 7- Diverse Media and Formats

Notes/Summary:

- CCR Reading Anchor Standard 7 means that readers are expected to select appropriate material & assess their sources (including diverse media like video, audio & formats like, graphs, newspapers etc.) to conduct reliable research & present that research in writing or speaking form
- Focus on 2 reading skills: the ability to integrate & evaluate content presented in diverse formats and print
- When reading literature->students need to analyze many interpretations of a story/poem/text
- Technology will play a main role to search, review & analyze online representations of literary vs. written text
- 3 Main skill areas for students to gain in the reading standard 7 by the end of 5th grade:-1-interpret illustrations & details in a story 2-analyze visual & multimedia elements in text 3-use print & digital sources to find information
- Incorporate Technology-> Example: use www.readwritethink.org/classroom-resources/student-interactives/fact-fragment-frenzy-30013.htm#overview to help students understand how to find facts in text

Common Core:

- Writing Standard 1 –When students read, or listen to a literary text, have the students write an opinion about the text incorporating the visual or multimedia elements of text & explain
- Speaking & Listening Standard 1: when reading stories etc., involve students in both whole-group & small group conversations about the text that uses the illustrations or multimedia elements of the text

Implementation:

- ✓ Interpretation of images-> students can write/discuss with a partner or the teacher the story from wordless picture books (characters, setting, problem, attempts to resolve & solve) ->illustrations can tell a story
- ✓ Technology-“The Fact Fragment Frenzy” tool on ReadWriteThink’s Website can help students understand how to find facts in a nonfiction text. At the Kindergarten level we could do this whole group using the elmo or a smartboard. This could then turn into a writing activity where the students pick a fact to write after the lesson

Lesson Ideas:

- For literature, students learn to describe the relations between images & the story/informational text. An idea would be using the wordless children’s book, *The Adventures of Polo* by Regis Faller (suggested in the reading), and have the students discuss, with a partner or the class, the elements of the story. The teacher can also pick a page and write about the elements within that page, then share out with class
- At the Kindergarten level, we could use ReadWriteThink’s website to practice understanding how to find facts in a nonfiction text, whole group using an elmo or a smartboard. This leads to a writing activity where the students pick a fact from a nonfiction piece and write it. Then, whole group, evaluate if they used what they learned from the website lesson to pick an appropriate fact

CCR Reading Anchor Standard 8- Opinions, Reasons, and Evidence

Notes/Summary:

- Standard 8 focuses on Argumentation, which includes Formal Argumentation, which is often referred to as *rhetoric*
- Rhetoric is the ability to write or speak in order to: inform, persuade, or motivate an audience to support one side of an issue
- The difference between Persuasion and Argument is:
 - ① persuasion- A writer or speaker attempts to change the reader's or listener's mind, often by trying to convince the reader to feel a certain way about an issue.
 - ② argument- The author attempts to reveal a truth using facts and/or research to support the author's position.
- A strong argument includes: a claim (speaker or author's opinion), grounds for the claim (reasons for belief), and evidence (proof)

Common Core:

- CCR Standard 8 is only applicable to informational text in grades K-5. At the primary level, students learn to identify, describe, and explain, the way an author supports the points in a text
- Common Core Literacy Task- Reading and Writing Opinions
- Integrating to other Standards: Reading Informational Text 1, 3, 6, Writing Standard 1, Speaking and Listening Standard 3, 4, and Language Standard 6

Implementation:

- ✓ Informational picture books, magazine articles, and digital texts that contain strong main ideas, facts, and supporting details can be used to meet Reading Standard 8
- ✓ Magazines and newspapers written for students contain a vast number of opinion based articles in which the author has provided opinion, reasons, and evidence

Lesson Ideas:

- Text- *Don't Let the Pigeon Drive the Bus* by Mo Willems. Read aloud a picture book in which a main character tries to persuade another character. "What does the character want?" Discuss with the class
- Text- *I Want a Dog* by Helga Bansch. Discuss how a character persuades others to do a task. Give reasons why. Give evidence

CCR Reading Anchor Standard 9- Compare/Contrast Themes and Topics

Notes/Summary:

- Standard 9 focuses on comparing and contrasting either of these two: 1) author's approach or 2) analyzing two texts with similar topics/themes
- Comparing and contrasting texts, themes, and topics means being able to understand them in deeper ways
- While comparing and contrasting in literature, we usually focus on characters, themes, settings, or styles
- Primary students need a wide variety of nonfiction materials such as books, newspapers, magazines, and websites
- Analyzing familiar texts

Common Core:

- CCR Reading Standard 9 for Reading Literature includes: supporting skills and strategies Kindergarten's focus is on:
 - identifying stories that are familiar
 - recognizing characters in familiar stories
 - recognizing adventures and experiences in familiar stories
 - determining similarities (comparing) in familiar stories
 - contrasting (determine differences) in familiar stories
- The other ELA Standards integrated in Standard 9 are: Reading Lit Standard 1, 2, 3, 4, 5, 6, 7, Writing Standard 1, 2, and Speaking and Listening Standard 1

Implementation:

- ✓ Kindergarteners learn to compare and contrast the adventures and experiences of characters in stories
- ✓ Kindergarteners learn to identify similarities and differences between two texts on the same topic

Lesson Ideas:

- Expose students to two or more versions of the same story. Proceed to compare and contrast similarities and differences
- Explore the topic of Thanksgiving through two different sources: a children's book and a website
- Complete a Compare & Contrast chart with students "sharing the pen" to fill out the similarities and differences of *The Three Little Pigs* and *The Three Bears*

CCR Reading Anchor Standard 10- Text Complexity

Notes/Summary:

- This standard states the expectation that students should be able to read on grade level and be able to read and comprehend narrative and informational texts by the end of high school
- Complex literary narratives are essays, short stories, and novels
- Complex informational texts are materials that include a sizable amount of data, use demanding words and are likely to intricate explanations of events
- Students must have a scaffolding of reading and comprehending of texts starting by the end of first grade
- Literature in grades K-5 consists of stories, poetry, chapter books, and plays
- Students ability to read complex text does not always develop in a linear fashion
- There are two main skills to teach by the end of 5th grade in Reading standard 10 and they are:
 - read and comprehend literary texts at the suggested text complexity
 - read and comprehend informational texts are the suggested text complexity
- To be able to read complex literary and informational texts, we need to teach the concepts in standard 1-9
- We can integrate many of the other standards into Reading standard 10

Common Core:

- We can integrate reading literature, speaking and listening, & language standards into ELA standard 10, and also integrate reading informational text & writing standards into ELA standard 10

Implementation:

- ✓ There are many ways to apply this to the classroom. For example, students write their opinions about the complex text they are reading
- ✓ Determining the meaning of unknown words after reading a complex informational text
- ✓ Invite students to ask and answer questions about complex literary text, determine the main idea and supporting details

Lesson Ideas:

- Students would need support from this standard
- They could describe a character; the steps the events take place- they could do this orally or by drawing pictures and writing a short sentence about the picture