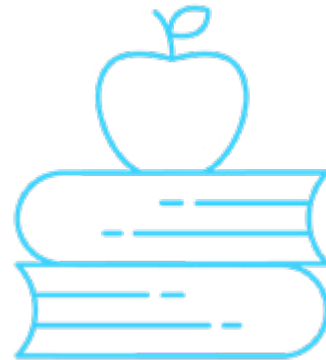




Standards Overview

Standards for English Language Arts (ELA)



The BookNook instructional model is grounded in science of reading research and uses best practices for delivering standards for reading. BookNook lessons are designed by reading experts and offer instruction and practice in foundational skills, fluency, vocabulary, and comprehension.

The following tables list the standards covered in BookNook lessons at each level of all grades.

Contents

- 2** Standards Overview: **Kindergarten + Grade 1**
- 4** Standards Overview: **Grade 2 + Grade 3**
- 6** Standards Overview: **Grade 4 + Grade 5**
- 8** Standards Overview: **Grade 6, Grade 7 + Grade 8**
- 11** Vocabulary + Communication Standards

Kindergarten

Grade 1

READING STANDARDS: FOUNDATIONAL SKILLS (RF)

STANDARD	SKILL*
K.2.A	Recognize and produce rhyming words
K.2.B	Count, pronounce, blend, and segment syllables in spoken words
K.2.C	Blend and segment onsets and rimes of single-syllable spoken words
K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words
K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words

K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant
K.3.B	Associate the long and short sounds with common spellings (graphemes) for the five major vowels
K.3.C	Read common high-frequency words by sight
K.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ

K.4	Distinguish between similarly spelled words by identifying the sounds of the letters that differ
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STANDARD	SKILL*
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1.2.B	Orally produce single-syllable words by blending sounds (phonemes)
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1.3	Know and apply grade-level phonics and word analysis skills in decoding words
1.3.A	Know the spelling-sound correspondences for common consonant digraphs
1.3.B	Decode regularly spelled one-syllable words
1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds

1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables
1.3.F	Read words with inflectional endings
1.3.G	Recognize and read grade-appropriate irregularly spelled words
1.4	Read with sufficient accuracy and fluency to support comprehension
1.4.A	Read grade-level text with purpose and understanding
1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings

Kindergarten continued

Grade 1 continued

READING STANDARDS FOR LITERATURE (RL)

STANDARD	SKILL*
K.2	Retell familiar stories with support
K.3	Identify characters, settings, and major events in a story with support
K.7	Describe the relationship between illustrations and the story with support

STANDARD	SKILL*
1.1	Ask and answer questions about key details in a text
1.3	Describe characters, settings, and major events in a story, using key details
1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
1.7	Use illustrations and details in a story to describe its characters, setting, or events
1.9	Compare and contrast the adventures and experiences of characters in stories

READING STANDARDS FOR INFORMATIONAL TEXT (RI)

STANDARD	SKILL*
K.1	Ask and answer questions about key details in a text with support
K.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text with support
K.7	Describe the relationship between illustrations and the text in which they appear with support
K.8	Identify the reasons an author gives to support points in a text with support

STANDARD	SKILL*
1.1	Ask and answer questions about key details in a text
1.2	Identify the main topic and retell key details of a text
1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text
1.5	Know and use various text features to locate key facts or information in a text
1.7	Use the illustrations and details in a text to describe its key ideas
1.8	Identify the reasons an author gives to support points in a text

* Please refer to Common Core State Standards (CCSS) for English Language Arts for specific student expectation language.

Grade 2

Grade 3

READING STANDARDS: FOUNDATIONAL SKILLS (RF)

STANDARD	SKILL*	STANDARD	SKILL*
2.4	Read with sufficient accuracy and fluency to support comprehension	3.4	Read with sufficient accuracy and fluency to support comprehension
2.4.A	Read grade-level text with purpose and understanding	3.4.A	Read grade-level text with purpose and understanding
2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings		
2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary	3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary

READING STANDARDS FOR LITERATURE (RL)

STANDARD	SKILL*	STANDARD	SKILL*
2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text	3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral	3.2	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
2.3	Describe how characters in a story respond to major events and challenges	3.3	Describe characters in a story and explain how their actions contribute to the sequence of events
2.4	Describe how words and phrases supply rhythm and meaning in a story, poem, or song	3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language
2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action	3.5	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
2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud	3.6	Distinguish their own point of view from that of the narrator or those of the characters
2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot	3.7	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).

* Please refer to Common Core State Standards (CCSS) for English Language Arts for specific student expectation language.

Grade 2 continued

Grade 3 continued

READING STANDARDS FOR LITERATURE (RL)

STANDARD	SKILL*	STANDARD	SKILL*
2.10	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	3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters
		3.10	Read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently

READING STANDARDS FOR INFORMATIONAL TEXT (RI)

STANDARD	SKILL*	STANDARD	SKILL*
2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text	3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text	3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea
2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text	3.3	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
2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area	3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area
2.5	Know and use various text features to locate key facts or information in a text efficiently	3.5	Use text features and search tools to locate information relevant to a given topic efficiently
		3.6	Distinguish their own point of view from that of the author of a text
2.7	Explain how specific images contribute to and clarify a text	3.7	Use information gained from illustrations and the words in a text to demonstrate understanding of the text
2.8	Describe how reasons support specific points the author makes in a text	3.8	Describe the logical connection between particular sentences and paragraphs in a text
2.10	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	3.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

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Grade 4

Grade 5

READING STANDARDS: FOUNDATIONAL SKILLS (RF)

STANDARD	SKILL*	STANDARD	SKILL*
4.4	Read with sufficient accuracy and fluency to support comprehension	5.4	Read with sufficient accuracy and fluency to support comprehension
4.4.A	Read grade-level text with purpose and understanding	5.4.A	Read grade-level text with purpose and understanding
4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary	5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary

READING STANDARDS FOR LITERATURE (RL)

STANDARD	SKILL*	STANDARD	SKILL*
4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text	5.2	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
4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text	5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology		
4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text		
4.7	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		
4.9	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures		
4.10	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	5.6	Describe how a narrator's or speaker's point of view influences how events are described
		5.10	Read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently

* Please refer to Common Core State Standards (CCSS) for English Language Arts for specific student expectation language.

Grade 4 continued

Grade 5 continued

READING STANDARDS FOR INFORMATIONAL TEXT (RI)			
STANDARD	SKILL*	STANDARD	SKILL*
4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text	5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text	5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
4.7	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text	5.3	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 in the text
4.8	Explain how an author uses reasons and evidence to support particular points in a text	5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
4.10	Read and comprehend informational texts in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range	5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently
		5.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently

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Grade 6

Grade 7

Grade 8

READING STANDARDS FOR LITERATURE (RL)

STANDARD	SKILL*	STANDARD	SKILL*	STANDARD	SKILL*
6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
6.2	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	7.2	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	8.2	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
6.3	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	7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)	8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision
		7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes & other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama	8.4	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
6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot				
6.6	Explain how an author develops the point of view of the narrator or speaker in a text	7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text		
6.10	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	7.10	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	8.10	Read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently

* Please refer to Common Core State Standards (CCSS) for English Language Arts for specific student expectation language.

Grade 6 continued

Grade 7 continued

Grade 8 continued

READING STANDARDS FOR INFORMATIONAL TEXT (RI)

STANDARD	SKILL*	STANDARD	SKILL*	STANDARD	SKILL*
6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
6.2	Determine a 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	7.2	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	8.2	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
6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text	7.3	Analyze the interactions between individuals, events, and ideas in a text	8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events
6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings	7.4	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	8.4	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
6.5	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	7.5	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	8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept
6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text	7.6	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	8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints
6.7	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue			8.7	Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea

* Please refer to Common Core State Standards (CCSS) for English Language Arts for specific student expectation language.

Grade 6 continued

Grade 7 continued

Grade 8 continued

READING STANDARDS FOR INFORMATIONAL TEXT (RI)					
STANDARD		STANDARD		STANDARD	
SKILL*		SKILL*		SKILL*	
		7.8	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	8.8	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
6.9	Compare and contrast one author's presentation of events with that of another	7.9	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	8.9	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
6.10	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	7.10	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	8.10	Read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity and independently and proficiently

Vocabulary + Communication Standards

The BookNook instructional model is grounded in scientific research and best practices for delivering standards for reading. Students actively participate in a wide range of activities aligned to the grade-level foundational reading standards, as well as reading standards for both literature and informational text. Additionally, lessons thoughtfully engage students in practice around the standards for vocabulary acquisition and use, along with standards for speaking and listening.

IMPORTANCE OF VOCABULARY

Each of the BookNook comprehension lessons has a vocabulary section as part of the instructional model. In alignment with the research around the importance of vocabulary being directly taught (Sedita, 2005), with our approach, students receive explicit instruction through a variety of vocabulary activities.

- » Through direct instruction, we prioritize and teach Tier 2 + 3 vocabulary words that are essential to the comprehension of the text. Students are taught vocabulary words in a scaffolded and multi-sensory exposure that includes: words, definitions, audio, images and typing.
- » Following direct instruction, students engage in an interactive matching activity that allows more exposure to the lesson vocabulary words and definitions in support of placing the words and their definitions into students' long-term memory.
- » Finally, students are able to see and place the vocabulary words in contextual sentences. Students later encounter the words within the lesson text.

BOOK STOPPING POINTS

Language: *Vocabulary Acquisition + Use*

Speaking and Listening: *Comprehension + Collaboration*

During each comprehension lesson, students engage in a read-through of a text that includes text-dependent stopping point questions. These stopping points, asked of students by their guide or tutor, are found throughout the text and engage students in group discussion and critical thinking aligned to the skills and standard of the lesson. The purpose of this section is twofold: to build foundational understanding of the text and to scaffold students to mastery of the skill or standard of the lesson. Strategies implemented during a read-through support active engagement and provide the opportunity for students to think critically by supporting their answers with evidence from the text. BookNook's engaging stopping points include collaborative group discussions that prompt:

- » Activating prior knowledge or predicting
- » Synthesizing information or retelling
- » Participating in a range of conversations and collaboration, building on others' ideas and expressing their own
- » Determining the meaning of unknown and multiple-meaning words and phrases by using context clues and analyzing meaningful word parts
- » Locating and recalling
- » Integrating and interpreting
- » Critiquing and evaluating