

COMMON CORE

Standards Overview

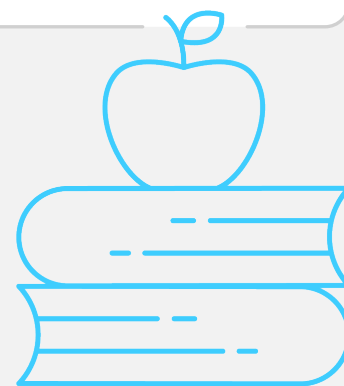


Standards for English Language Arts (ELA)

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 for each grade.

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Communication
Standards

● **RF** Reading Standards, Foundational Skills● **RL** Reading Standards, Literature● **RI** Reading Standards, Informational Text

Kindergarten

STANDARD	DESCRIPTION
RF.K.2.A	Recognize and produce rhyming words
RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words
RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words
RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words
RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words
RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences
RF.K.3.B	Associate the long and short sounds with common spellings (graphemes) for the five major vowels
RF.K.3.C	Read common high-frequency words by sight
RF.K.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ
RF.K.4	Distinguish between similarly spelled words by identifying the sounds of the letters that differ
RL.K.2	Retell familiar stories with support
RL.K.3	Identify characters, settings, and major events in a story with support
RL.K.7	Describe the relationship between illustrations and the story with support
RI.K.1	Ask and answer questions about key details in a text with support
RI.K.2	Identify the main topic and retell the key detail in a text
RI.K.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text with support
RI.K.7	Describe the relationship between illustrations and the text in which they appear with support
RI.K.8	Identify the reasons an author gives to support points in a text with support



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Grade 1

STANDARD	DESCRIPTION
RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes)
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words
RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs
RF.1.3.B	Decode regularly spelled one-syllable words
RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds
RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables
RF.1.3.F	Read words with inflectional endings
RF.1.3.G	Recognize and read grade-appropriate irregularly spelled words
RF.1.4	Read with sufficient accuracy and fluency to support comprehension
RF.1.4.A	Read grade-level text with purpose and understanding
RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings
RL.1.1	Ask and answer questions about key details in a text
RL.1.3	Describe characters, settings, and major events in a story, using key details
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events
RL.1.9	Compare and contrast the adventures and experiences of characters in stories
RI.1.1	Ask and answer questions about key details in a text
RI.1.2	Identify the main topic and retell key details of a text
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text
RI.1.5	Know and use various text features to locate key facts or information in a text
RI.1.7	Use the illustrations and details in a text to describe its key ideas
RI.1.8	Identify the reasons an author gives to support points in a text



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Grade 2

STANDARD	DESCRIPTION
RF.2.4	Read with sufficient accuracy and fluency to support comprehension
RF.2.4.A	Read grade-level text with purpose and understanding
RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings
RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral
RL.2.3	Describe how characters in a story respond to major events and challenges
RL.2.4	Describe how words and phrases supply rhythm and meaning in a story, poem, or song
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action
RL.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
RL.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
RL.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
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area
RI.2.5	Know and use various text features to locate key facts or information in a text efficiently
RI.2.7	Explain how specific images contribute to and clarify a text
RI.2.8	Describe how reasons support specific points the author makes in a text
RI.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



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Grade 3

STANDARD	DESCRIPTION
RF.3.4	Read with sufficient accuracy and fluency to support comprehension
RF.3.4.A	Read grade-level text with purpose and understanding
RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
RL.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
RL.3.3	Describe characters in a story and explain how their actions contribute to the sequence of events
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language
RL.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
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters
RL.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
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea
RI.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
RI.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
RI.3.5	Use text features and search tools to locate information relevant to a given topic efficiently
RI.3.6	Distinguish their own point of view from that of the author of a text
RI.3.7	Use information gained from illustrations and the words in a text to demonstrate understanding of the text
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text
RI.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

STANDARD	DESCRIPTION
RF.4.4	Read with sufficient accuracy and fluency to support comprehension
RF.4.4.A	Read grade-level text with purpose and understanding
RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
RL.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
RL.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
RL.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
RL.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
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text
RI.4.5	Understand the overall structure of events, ideas, concepts, or information in a text or part of a text
RI.4.7	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text
RI.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



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Grade 5

STANDARD	DESCRIPTION
RF.5.4	Read with sufficient accuracy and fluency to support comprehension
RF.5.4.A	Read grade-level text with purpose and understanding
RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
RL.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
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described
RL.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
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
RI.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
RI.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
RI.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

STANDARD	DESCRIPTION
6.F.2	Read with sufficient accuracy and fluency to support comprehension
6.F.3	Read with sufficient accuracy and fluency to support comprehension
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
RL.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
RL.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
RL.6.4	Determine the meaning of words and phrases as used in a text and understand the impact of word choice on meaning
RL.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
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text
RL.6.9	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
RL.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
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
RI.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
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
RI.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
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text
RI.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
RI.6.8	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
RI.6.9	Compare and contrast one author's presentation of events with that of another
RI.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

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Grade 7

STANDARD	DESCRIPTION
RL.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
RL.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
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)
RL.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 and other repetitions of sounds
RL.7.5	Analyze how a drama's or poem's form or structure contributes to its meaning
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text
RL.7.9	Compare and contrast a fictional portrayal of time, place, or character and a historical account of the same time period as a means of understanding how authors of fiction use or alter history
RL.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
RI.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
RI.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
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text
RI.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
RI.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
RI.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
RI.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
RI.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
RI.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



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Grade 8

STANDARD	DESCRIPTION
RL.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
RL.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
RL.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
RL.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
RL.8.5	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
RL.8.6	Analyze how differences in the perspectives of the characters and the audience or reader create such effects as suspense or humor
RL.8.10	Read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity + independently and proficiently
RI.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
RI.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
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events
RI.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
RI.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
RI.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
RI.8.7	Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea
RI.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
RI.8.9	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
RI.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 CCSS standards for reading. Students actively participate in a wide range of activities aligned to the CCSS 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 in various contexts 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 collaborations, 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