

Common Core State Standards – Grade 2

Ana and Adam Build an Acrostic
Victoria Peterson-Hilleque
Norwood House Press

Correlated to the Common Core State Standards for English Language Arts

For the purposes of this correlation, the following abbreviations apply:

CCSS = Common Core State Standards; SE = Student Edition

CCSS REFERENCE	READING STANDARDS FOR LITERATURE	Ana and Adam Build an Acrostic
Key Ideas and Details		
RL.2.1.	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	<i>Opportunities to address this standard can be found on the following pages:</i> SE: 4, 16, 21, 26
RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<i>Opportunities to address this standard can be found on the following pages:</i> SE: 29, 30-31
Craft and Structure		
RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<i>Opportunities to address this standard can be found on the following pages:</i> SE: 6, 12, 14, 21, 22, 26, 27, 30-31
RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<i>Opportunities to address this standard can be found on the following pages:</i> SE: 4, 6, 8-11, 13-14, 16, 18-19, 21-22, 24-26, 28-29
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.	<i>Opportunities to address this standard can be found on the following pages:</i> SE: 4, 6, 8-11, 13-14, 16, 18-19, 21-22, 24-26, 28-29
Integration of Knowledge and Ideas		
RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate	<i>Opportunities to address this standard can be found on the following pages:</i>

	understanding of its characters, setting, or plot.	SE: 4-5, 6-11, 16-19, 24-25, 28-29
Range of Reading and Level of Text Complexity		
RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<i>This standard is addressed through the text. See, for example:</i> SE: 4, 14, 21, 29

CCSS REFERENCE	READING STANDARDS FOR INFORMATIONAL TEXT	Ana and Adam Build an Acrostic
Key Ideas and Details		
RI.2.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<i>Opportunities to address this standard can be found on the following pages:</i> SE: 30-31
Craft and Structure		
RI.2.5.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	SE: 32

CCSS REFERENCE	READING STANDARDS FOR FOUNDATIONAL SKILLS	Ana and Adam Build an Acrostic
Fluency		
RF.2.4.	Read with sufficient accuracy and fluency to support comprehension: a. Read grade-level text with purpose and understanding.	<i>This standard is addressed through the text. See, for example:</i> SE: 4, 21, 24, 26
RF.2.4.	b. Read grade-level text orally with accuracy, appropriate rate, and expression.	<i>This standard is addressed through the text. See, for example:</i> SE: 6, 12, 14, 21, 22, 27
RF.2.4.	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>This standard is addressed through the text. See, for example:</i> SE: 4, 18-19, 29

CCSS REFERENCE	READING STANDARDS FOR LANGUAGE	Ana and Adam Build an Acrostic
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Vocabulary Acquisition and Use		
L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. 	SE: 21, 22
L.2.4.	<ul style="list-style-type: none"> e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 	SE: 32

Common Core State Standards – Grade 3

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CCSS REFERENCE	READING STANDARDS FOR LITERATURE	Ana and Adam Build an Acrostic
Key Ideas and Details		
RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<i>Opportunities to address this standard can be found on the following pages:</i> SE: 4, 16, 21, 26
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.	<i>Opportunities to address this standard can be found on the following pages:</i> SE: 29, 30-31
RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<i>Opportunities to address this standard can be found on the following pages:</i> SE: 4, 6, 8-11, 13-14, 16, 18-19, 21-22, 24-26, 28-29
Craft and Structure		
RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<i>Opportunities to address this standard can be found on the following pages:</i> SE: 21, 22
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.	<i>Opportunities to address this standard can be found on the following pages:</i> SE: 4, 6, 8-11, 13-14, 16, 18-19, 21-22, 24-26, 28-29
RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.	<i>Opportunities to address this standard can be found on the following pages:</i>

		SE: 4, 6, 8-11, 13-14, 16, 18-19, 21-22, 24-26, 28-29
Integration of Knowledge and Ideas		
RL.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).	<i>Opportunities to address this standard can be found on the following pages:</i> SE: 4-5, 6-11, 16-19, 24-25, 28-29
Range of Reading and Level of Text Complexity		
RL.3.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	<i>This standard is addressed through the text. See, for example:</i> SE: 4, 14, 21, 29

CCSS REFERENCE	READING STANDARDS FOR INFORMATIONAL TEXT	Ana and Adam Build an Acrostic
Key Ideas and Details		
RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	<i>Opportunities to address this standard can be found on the following pages:</i> SE: 30-31
Craft and Structure		
RI.3.5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	SE: 32

CCSS REFERENCE	READING STANDARDS FOR FOUNDATIONAL SKILLS	Ana and Adam Build an Acrostic
Fluency		
RF.3.4.	Read with sufficient accuracy and fluency to support comprehension: d. Read grade-level text with purpose and understanding.	<i>This standard is addressed through the text. See, for example:</i> SE: 4, 21, 24, 26
RF.3.4.	e. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	<i>This standard is addressed through the text. See, for example:</i> SE: 6, 12, 14, 21, 22, 27

RF.3.4.	f. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>This standard is addressed through the text. See, for example:</i> SE: 4, 18-19, 29
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CCSS REFERENCE	READING STANDARDS FOR WRITING	Ana and Adam Build an Acrostic
	Range of Writing	
W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	SE: 30-31

CCSS REFERENCE	READING STANDARDS FOR LANGUAGE	Ana and Adam Build an Acrostic
	Knowledge of Language	
L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.*	SE: 30-31
L.3.3.	b. Recognize and observe differences between the conventions of spoken and written standard English.	SE: 30-31
	Vocabulary Acquisition and Use	
L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. b. Use sentence-level context as a clue to the meaning of a word or phrase.	SE: 21, 22
L.3.4.	d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	SE: 32

Common Core State Standards – Grade 4

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CCSS REFERENCE	READING STANDARDS FOR LITERATURE	Ana and Adam Build an Acrostic
Key Ideas and Details		
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.	<i>Opportunities to address this standard can be found on the following pages:</i> SE: 4, 16, 21, 26
RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<i>Opportunities to address this standard can be found on the following pages:</i> SE: 29, 30-31
RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	<i>Opportunities to address this standard can be found on the following pages:</i> SE: 4, 6, 8-11, 13-14, 16, 18-19, 21-22, 24-26, 28-29
Craft and Structure		
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 (e.g., Herculean).	<i>Opportunities to address this standard can be found on the following pages:</i> SE: 21, 22
RL.4.5.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<i>Opportunities to address this standard can be found on the following pages:</i> SE: 4, 6, 8-11, 13-14, 16, 18-19, 21-22, 24-26, 28-29

RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<i>Opportunities to address this standard can be found on the following pages:</i> SE: 4, 6, 8-11, 13-14, 16, 18-19, 21-22, 24-26, 28-29
Integration of Knowledge and Ideas		
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.	<i>Opportunities to address this standard can be found on the following pages:</i> SE: 4-5, 6-11, 16-19, 24-25, 28-29
Range of Reading and Level of Text Complexity		
RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<i>This standard is addressed through the text. See, for example:</i> SE: 4, 14, 21, 29

CCSS REFERENCE	READING STANDARDS FOR INFORMATIONAL TEXT	Ana and Adam Build an Acrostic
Key Ideas and Details		
RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<i>Opportunities to address this standard can be found on the following pages:</i> SE: 30-31
Craft and Structure		
RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<i>Opportunities to address this standard can be found on the following pages:</i> SE: 30-31

CCSS REFERENCE	READING STANDARDS FOR FOUNDATIONAL SKILLS	Ana and Adam Build an Acrostic
Fluency		
RF.4.4.	Read with sufficient accuracy and fluency to support comprehension: g. Read grade-level text with purpose and understanding.	<i>This standard is addressed through the text. See, for example:</i> SE: 4, 21, 24, 26
RF.4.4.	h. Read grade-level prose and poetry orally with accuracy, appropriate rate, and	<i>This standard is addressed through the text. See, for example:</i>

	expression.	SE: 6, 12, 14, 21, 22, 27
RF.4.4.	i. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>This standard is addressed through the text. See, for example:</i> SE: 4, 18-19, 29

CCSS REFERENCE	READING STANDARDS FOR WRITING	Ana and Adam Build an Acrostic
	Range of Writing	
W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	SE: 30-31

CCSS REFERENCE	READING STANDARDS FOR LANGUAGE	Ana and Adam Build an Acrostic
	Knowledge of Language	
L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Choose words and phrases to convey ideas precisely.*	SE: 30-31
L.4.3.	c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	SE: 30-31
	Vocabulary Acquisition and Use	
L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. c. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	SE: 21, 22
L.4.4.	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both	SE: 32

	print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	
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