

# Common Core State Standards – Grade 2

Jesse and Jasmine Build a Journal  
 Rachel Lynette  
 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	Jesse and Jasmine Build a Journal
<b>Key Ideas and Details</b>		
RL.2.1.	Ask and answer such questions as <i>who, what, where, when, why, and 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> <b>SE:</b> 5, 10, 15, 18
<b>Craft and Structure</b>		
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> <b>SE:</b> 3, 14, 21, 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> <b>SE:</b> 5-6, 9-10, 21-22, 25
<b>Integration of Knowledge and Ideas</b>		
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.	<i>Opportunities to address this standard can be found throughout the text:</i> <b>SE:</b> 3-29

<b>Range of Reading and Level of Text Complexity</b>		
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 throughout the text.</i> <i>See, for example:</i> <b>SE:</b> 10, 17, 21, 25

CCSS REFERENCE	READING STANDARDS FOR INFORMATIONAL TEXT	Jesse and Jasmine Build a Journal
	<b>Key Ideas and Details</b>	
RI.2.2.	Identify the main topic of a multi-paragraph 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> <b>SE:</b> 10, 15
	<b>Craft and Structure</b>	
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.	<b>SE:</b> 3, 6, 10, 17

CCSS REFERENCE	READING STANDARDS FOR FOUNDATIONAL SKILLS	Jesse and Jasmine Build a Journal
	<b>Fluency</b>	
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 throughout the text. See, for example:</i> <b>SE:</b> 3, 6, 9, 13
RF.2.4.	b. Read grade-level text orally with accuracy, appropriate rate, and expression.	<i>Opportunities to address this standard can be found on the following pages:</i> <b>SE:</b> 5, 9, 14, 18
RF.2.4.	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>This standard is addressed throughout the text. See, for example:</i> <b>SE:</b> 6, 10, 17, 26

<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR WRITING</b>	<b>Jesse and Jasmine Build a Journal</b>
<b>Text Type and Purposes</b>		
<b>W.2.2</b>	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<b>SE:</b> 30-31
<b>W.2.3</b>	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<b>SE:</b> 30-31
<b>Production and Distribution of Writing</b>		
<b>W.2.5</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<b>SE:</b> 30-31
<b>W.2.8</b>	Recall information from experiences or gather information from provided sources to answer a question.	<b>SE:</b> 30-31
<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR LANGUAGE</b>	<b>Jesse and Jasmine Build a Journal</b>
<b>Vocabulary Acquisition and Use</b>		
<b>L.2.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	<i>This standard is addressed throughout the text. See, for example:</i> <b>SE:</b> 3, 6, 10, 17
<b>L.2.4.</b>	e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<b>SE:</b> 32

# Common Core State Standards – Grade 3

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## Correlated to the Common Core State Standards for English Language Arts

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CCSS REFERENCE	READING STANDARDS FOR LITERATURE	Jesse and Jasmine Build a Journal
<b>Key Ideas and Details</b>		
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> <b>SE:</b> 5, 10, 15, 18
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> <b>SE:</b> 5-6, 9-10, 21-22, 25
<b>Craft and Structure</b>		
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> <b>SE:</b> 5, 9, 13, 21
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> <b>SE:</b> 9-10, 14, 21
<b>Integration of Knowledge and Ideas</b>		
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> <b>SE:</b> 4-5, 10-11, 14-15, 18-19
<b>Range of Reading and Level of Text Complexity</b>		
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 throughout the text. See, for example:</i> <b>SE:</b> 3, 15, 18, 25

<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>	<b>Jesse and Jasmine Build a Journal</b>
	<b>Key Ideas and Details</b>	
<b>RI.3.2.</b>	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> <b>SE:</b> 30-31
	<b>Craft and Structure</b>	
<b>RI.3.5.</b>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<b>SE:</b> 32

<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR FOUNDATIONAL SKILLS</b>	<b>Jesse and Jasmine Build a Journal</b>
	<b>Fluency</b>	
<b>RF.3.4.</b>	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> <b>SE:</b> 3, 6, 10, 15
<b>RF.3.4.</b>	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> <b>SE:</b> 5, 9, 17, 26
<b>RF.3.4.</b>	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> <b>SE:</b> 6, 13, 22, 25

CCSS REFERENCE	READING STANDARDS FOR WRITING	Jesse and Jasmine Build a Journal
	<b>Text Types and Purposes</b>	
W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	SE: 30-31
W.3.2.	b. Develop the topic with facts, definitions, and details.	SE: 30-31
W.3.2.	c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	SE: 30-31
W.3.2.	d. Provide a concluding statement or section.	SE: 30-31
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	SE: 30-31
W.3.3.	a. <i>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</i>	SE: 30-31
W.3.3	c. <i>Use temporal words and phrases to signal event order.</i>	SE: 30-31
W.3.3	d. <i>Provide a sense of closure.</i>	SE: 30-31
	<b>Production and Distribution of Writing</b>	
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose	SE: 30-31
	<b>Range of Writing</b>	

<b>W.3.10.</b>	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.	<b>SE:</b> 30-31
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<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR LANGUAGE</b>	<b>Jesse and Jasmine Build a Journal</b>
<b>Knowledge of Language</b>		
<b>L.3.3.</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.*	<b>SE:</b> 30-31
<b>L.3.3.</b>	b. Recognize and observe differences between the conventions of spoken and written standard English.	<b>SE:</b> 30-31
<b>Vocabulary Acquisition and Use</b>		
<b>L.3.4.</b>	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.	<b>SE:</b> 3, 6, 9,16, 22
<b>L.3.4.</b>	d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	<b>SE:</b> 32

# Common Core State Standards – Grade 4

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## Correlated to the Common Core State Standards for English Language Arts

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

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CCSS REFERENCE	READING STANDARDS FOR LITERATURE	Jesse and Jasmine Build a Journal
<b>Key Ideas and Details</b>		
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> <b>SE:</b> 5, 9, 13, 18
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> <b>SE:</b> 4,16, 21, 25
<b>Craft and Structure</b>		
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> <b>SE:</b> 6, 9,14,21
<b>Range of Reading and Level of Text Complexity</b>		
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 throughout the text. See, for example:</i> <b>SE:</b> 3, 15, 18, 25

CCSS REFERENCE	READING STANDARDS FOR INFORMATIONAL TEXT	Jesse and Jasmine Build a Journal
<b>Key Ideas and Details</b>		
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> <b>SE:</b> 30-31
<b>Craft and Structure</b>		



<b>RI.4.5.</b>	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> <b>SE:</b> 30-31
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<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR FOUNDATIONAL SKILLS</b>	<b>Jesse and Jasmine Build a Journal</b>
	<b>Fluency</b>	
<b>RF.4.4.</b>	Read with sufficient accuracy and fluency to support comprehension: g. Read grade-level text with purpose and understanding.	<i>This standard is addressed throughout the text. See, for example:</i> <b>SE:</b> 3, 6, 10, 15, 21
<b>RF.4.4.</b>	h. 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> <b>SE:</b> 5-6, 13-14, 18, 25

<b>RF.4.4.</b>	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> <b>SE:</b> 10, 14, 22, 29
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CCSS REFERENCE	READING STANDARDS FOR WRITING	Jesse and Jasmine Build a Journal
	<b>Text Types and Purposes</b>	
W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	SE: 30-31
W.4.2.	a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	SE: 30-31
W.4.2.	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	SE: 30-31
W.4.2.	c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i> ).	SE: 30-31
W.4.2.	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE: 30-31
W.4.2.	e. Provide a concluding statement or section related to the information or explanation presented.	SE: 30-31
	<b>Production and Distribution of Writing</b>	
W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	SE: 30-31
W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	SE: 30-31
	<b>Range of Writing</b>	
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	Jesse and Jasmine Build a Journal
<b>Knowledge of Language</b>		
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.*	<b>SE:</b> 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).	<b>SE:</b> 30-31
<b>Vocabulary Acquisition and Use</b>		
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. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<i>Opportunities to address this standard can be found on the following pages:</i> <b>SE:</b> 3, 7, 9, 11, 16, 22
L.4.4.	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<b>SE:</b> 32