

# Common Core State Standards – Grade 2

Olivia and Oscar Build an Opinion Piece  
 Andrea Pelleschi  
 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; N/A = Not Applicable.

## Olivia and Oscar Build an Opinion Piece: Correlated to CCSS for English Language Arts in Grade 2

CCSS REFERENCE	READING STANDARDS FOR LITERATURE	Olivia and Oscar Build an Opinion Piece
<b>Key Ideas and Details</b>		
<b>RL.2.1.</b>	Ask and answer such questions as <i>who, what, where, when, 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> <b>SE:</b> 10, 15, 20, 26
<b>Craft and Structure</b>		
<b>RL.2.5.</b>	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, 7, 10, 29
<b>RL.2.6.</b>	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> 4, 15, 22, 29
<b>Integration of Knowledge and Ideas</b>		
<b>RL.2.7.</b>	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>		
<b>RL.2.10.</b>	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. See, for example:</i> <b>SE:</b> 16, 18, 21, 25

<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>	<b>Olivia and Oscar Build an Opinion Piece</b>
<b>Key Ideas and Details</b>		
<b>RI.2.2.</b>	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, 16, 18, 25
<b>Craft and Structure</b>		
<b>RI.2.5.</b>	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> 32

<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR FOUNDATIONAL SKILLS</b>	<b>Olivia and Oscar Build an Opinion Piece</b>
<b>Fluency</b>		
<b>RF.2.4.</b>	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, 7, 10, 13, 18
<b>RF.2.4.</b>	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> 4, 7, 15, 29
<b>RF.2.4.</b>	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> 10, 15, 20, 23

CCSS REFERENCE	READING STANDARDS FOR WRITING	Olivia and Oscar Build an Opinion Piece
<b>Text Type and Purposes</b>		
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section.	SE: 30-31
W.2.3	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.	SE: 30-31
CCSS REFERENCE	READING STANDARDS FOR LANGUAGE	Olivia and Oscar Build an Opinion Piece
<b>Vocabulary Acquisition and Use</b>		
L.2.4.	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> SE: 3, 6, 8, 10, 16, 21
L.2.4.	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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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	Olivia and Oscar Build an Opinion Piece
	<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: SE: 10, 15, 20, 26</i>
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: SE: 6-7, 15-16, 22</i>
	<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: SE: 3, 6, 8, 10, 16, 21</i>
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: SE: 4, 7, 10, 22</i>

<b>Integration of Knowledge and Ideas</b>		
<b>RL.3.7.</b>	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>		
<b>RL.3.10.</b>	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>Olivia and Oscar Build an Opinion Piece</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>Olivia and Oscar Build an Opinion Piece</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, 7, 10, 13, 18
<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> 4, 7, 15, 29
<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> 10, 15, 20, 23

CCSS REFERENCE	READING STANDARDS FOR WRITING	Olivia and Oscar Build an Opinion Piece
	<b>Text Types and Purposes</b>	
W.3.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	SE: 30-31
W.3.1.	b. Provide reasons that support the opinion.	SE: 30-31
W.3.1.	c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	SE: 30-31
W.3.1.	d. Provide a concluding statement or section.	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
W.3.5	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.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	Olivia and Oscar Build an Opinion Piece
<b>Knowledge of Language</b>		
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
<b>Vocabulary Acquisition and Use</b>		
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: 10, 15, 18, 21
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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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	Olivia and Oscar Build an Opinion Piece
	<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> 10, 15, 20, 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> <b>SE:</b> 3, 8, 12, 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, 15-16, 21, 25-26
	<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> 3, 6, 8, 10, 16, 21
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> <b>SE:</b> 3, 25-26d



<b>Range of Reading and Level of Text Complexity</b>		
<b>RL.4.10.</b>	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

<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>	<b>Olivia and Oscar Build an Opinion Piece</b>
<b>Key Ideas and Details</b>		
<b>RI.4.2.</b>	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

<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR FOUNDATIONAL SKILLS</b>	<b>Olivia and Oscar Build an Opinion Piece</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, 7, 10, 13, 18
<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> 4, 7, 15, 29

<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, 15, 20, 23
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CCSS REFERENCE	READING STANDARDS FOR WRITING	Olivia and Oscar Build an Opinion Piece
<b>Text Types and Purposes</b>		
W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	SE: 30-31
W.4.1	a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.	SE: 30-31
W.4.1	b. Provide reasons that are supported by facts and details.	SE: 30-31
W.4.1.	c. Link opinion and reasons using words and phrases (e.g., <i>for instance</i> , <i>in order to</i> , <i>in addition</i> ).	SE: 30-31
W.4.1	d. Provide a concluding statement or section related to the opinion 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	Olivia and Oscar Build an Opinion Piece
<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.*	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
<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.	SE: 10, 15, 18, 21
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.	SE: 32