

Common Core State Standards – Grade 2

Rick and Rachel Build a Research Report
Sue Lowell Gallion
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	Rick and Rachel Build a Research Report
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, 15, 19, 26, 29
Craft and Structure		
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: 3, 7, 16, 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, 11, 21-22
Integration of Knowledge and Ideas		
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> SE: 3-29
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 throughout the text.</i> <i>See, for example:</i> SE: 3, 16, 19, 21, 25

CCSS REFERENCE	READING STANDARDS FOR	Rick and Rachel Build a Research Report
	Key Ideas and Details	
RI.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.	SE: 4,15, 19, 29
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> SE: 12, 15, 26, 29
	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: 12-13, 15, 19, 29, 32

CCSS REFERENCE	READING STANDARDS FOR	Rick and Rachel Build a Research Report
	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 throughout the text. See, for example:</i> SE: 3, 7, 11, 15, 19
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> SE: 4, 9, 12, 29
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> SE: 7, 11-12, 22, 25

CCSS REFERENCE	READING STANDARDS FOR	Rick and Rachel Build a Research Report
Text Type and Purposes		
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	SE: 30-31
Production and Distribution of Writing		
W.2.5	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.	SE: 30-31
CCSS REFERENCE	READING STANDARDS FOR	Rick and Rachel Build a Research Report
Vocabulary Acquisition and Use		
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, 7, 9, 16, 22
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

Rick and Rachel Build a Research Report
Sue Lowell Gallion
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	Rick and Rachel Build a Research Report
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, 15, 19, 26, 29
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, 7, 11-12, 21-22
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: 3, 7, 9, 16, 22

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, 10-11, 20-21
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 throughout the text. See, for example:</i> SE: 3, 16, 19, 21, 25

CCSS REFERENCE	READING STANDARDS FOR	Rick and Rachel Build a Research Report
	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: 29, 32

CCSS REFERENCE	READING STANDARDS FOR	Rick and Rachel Build a Research Report
	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: 3, 7, 11, 15, 19
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: 4, 9, 12, 29
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: 7, 11-12, 22, 25

CCSS REFERENCE	READING STANDARDS FOR	Rick and Rachel Build a Research Report
	Text Types and Purposes	
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
	Production and Distribution of Writing	
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
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	SE: 30-31
	Research to Build and Present Knowledge	
W.3.7	Conduct short research projects that build knowledge about a topic.	SE: 30-31

W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	SE: 30-31
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	Rick and Rachel Build a Research Report
Knowledge of Language		
L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	SE: 9, 12, 19, 25, 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: 3, 7, 9, 11, 15, 19, 25
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

Rick and Rachel Build a Research Report
Sue Lowell Gallion
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	Rick and Rachel Build a Research Report
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, 7, 11, 15, 26, 29
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: 4,16, 21, 25
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: 3, 7, 9, 16, 22

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 throughout the text.</i> <i>See, for example:</i> SE: 3, 15, 22, 26

CCSS REFERENCE	READING STANDARDS FOR	Rick and Rachel Build a Research Report
	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	Rick and Rachel Build a Research Report
	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 throughout the text. See, for example:</i> SE: 3, 7, 11, 15, 19, 22
RF.4.4.	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> SE: 4, 9, 12, 29

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: 7, 11-12, 22, 25
---------	---	--

CCSS REFERENCE	READING STANDARDS FOR	Rick and Rachel Build a Research Report
	Text Types and Purposes	
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</i> , <i>for example</i> , <i>also</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
	Production and Distribution of Writing	
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

W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	SE: 30-31
Research to Build and Present Knowledge		
W.4.7.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	SE: 30-31
W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	SE: 30-31
W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “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>This standard is addressed through the text. See, for example:</i> SE: 11, 15, 19, 21-22, 30-31
W.4.9.	b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	SE: 30-31
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	Rick and Rachel Build a Research Report
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: 9, 12, 19, 25, 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. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	SE: 3, 7, 9, 11, 15, 19, 25
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