

Common Core Standards for English Language Arts

Kindergarten	Activity	1	2	3
Reading Standards for Informational Text				
<u>Key Ideas and Details</u>				
1. With prompting and support, ask and answer questions about key details in a text.		X	X	
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		X	X	
<u>Craft and Structure</u>				
4. With prompting and support, ask and answer questions about unknown words in a text.		X	X	
<u>Integration of Knowledge and Ideas</u>				
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).		X	X	
<u>Range of Reading and Level of Text Complexity</u>				
10. Actively engage in group reading activities with purpose and understanding.		X	X	
Writing Standards				
<u>Text Types and Purposes</u>				
1. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		X	X	X
<u>Production and Distribution of Writing</u>				
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		X	X	X
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		X	X	
<u>Research to Build and Present Knowledge</u>				
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).			X	
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			X	X
Speaking and Listening Standards				
<u>Comprehension and Collaboration</u>				
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.		X	X	X
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		X	X	X
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		X	X	X
<u>Presentation of Knowledge and Ideas</u>				
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional details.		X	X	X
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.		X	X	X
6. Speak audibly and express thoughts, feelings, and ideas clearly.		X	X	X



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Grade One	Activity	1	2	3
Reading Standards for Informational Text				
<u>Key Ideas and Details</u>				
1. Ask and answer questions about key details in a text.		X	X	
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.		X	X	
<u>Craft and Structure</u>				
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		X	X	
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		X	X	
<u>Integration of Knowledge and Ideas</u>				
7. Use the illustrations and details in a text to describe its key ideas.		X	X	
<u>Range of Reading and Level of Text Complexity</u>				
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.		X	X	X
Writing Standards				
<u>Text Types and Purposes</u>				
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.			X	X
<u>Production and Distribution of Writing</u>				
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.			X	X
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			X	X
<u>Research to Build and Present Knowledge</u>				
7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).			X	X
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		X	X	X
Speaking and Listening Standards				
<u>Comprehension and Collaboration</u>				
1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.		X	X	X
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		X	X	X
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		X	X	X
<u>Presentation of Knowledge and Ideas</u>				
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		X	X	X
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		X	X	X



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Grade Two	Activity	1	2	3
Reading Standards for Informational Text				
<u>Key Ideas and Details</u>				
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		X	X	
<u>Craft and Structure</u>				
4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.		X	X	
<u>Integration of Knowledge and Ideas</u>				
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		X	X	
Writing Standards				
<u>Text Types and Purposes</u>				
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.			X	X
<u>Production and Distribution of Writing</u>				
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.			X	X
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			X	X
<u>Research to Build and Present Knowledge</u>				
7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).			X	
8. Recall information from experiences or gather information from provided sources to answer a question.			X	X
Speaking and Listening Standards				
<u>Comprehension and Collaboration</u>				
1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.		X	X	X
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		X	X	X
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		X	X	
<u>Presentation of Knowledge and Ideas</u>				
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.			X	X
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.			X	X



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Grade Three	Activity	1	2	3
Reading Standards for Informational Text				
<u>Key Ideas and Details</u>				
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		X	X	X
<u>Craft and Structure</u>				
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.		X	X	
<u>Integration of Knowledge and Ideas</u>				
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.		X	X	
Writing Standards				
<u>Text Types and Purposes</u>				
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			X	X
<u>Production and Distribution of Writing</u>				
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.			X	X
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.			X	X
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.			X	X
<u>Research to Build and Present Knowledge</u>				
7. Conduct short research projects that build knowledge about a topic.				
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.			X	X
Speaking and Listening Standards				
<u>Comprehension and Collaboration</u>				
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.		X	X	X
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		X	X	X
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		X	X	X
<u>Presentation of Knowledge and Ideas</u>				
1. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.			X	X



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Grade Four	Activity	1	2	3
Reading Standards for Informational Text				
<u>Key Ideas and Details</u>				
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		X	X	
<u>Craft and Structure</u>				
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.		X	X	
<u>Integration of Knowledge and Ideas</u>				
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.		X	X	X
Writing Standards				
<u>Text Types and Purposes</u>				
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			X	X
<u>Production and Distribution of Writing</u>				
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.			X	X
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.			X	X
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.			X	X
<u>Research to Build and Present Knowledge</u>				
7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.			X	
8. Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.			X	X
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			X	
Speaking and Listening Standards				
<u>Comprehension and Collaboration</u>				
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.		X	X	X
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			X	X
<u>Presentation of Knowledge and Ideas</u>				
1. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly at an understandable pace.			X	X



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Grade Five	Activity	1	2	3
Reading Standards for Informational Text				
<u>Craft and Structure</u>				
4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic or subject area.	X	X	X
<u>Integration of Knowledge and Ideas</u>				
8.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.		X	
9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		X	
Writing Standards				
<u>Text Types and Purposes</u>				
2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		X	X
<u>Production and Distribution of Writing</u>				
4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		X	X
5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		X	X
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.		X	X
<u>Research to Build and Present Knowledge</u>				
7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		X	
8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.		X	X
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.		X	
Speaking and Listening Standards				
<u>Comprehension and Collaboration</u>				
1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	X	X	X
2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		X	
<u>Presentation of Knowledge and Ideas</u>				
1.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		X	
5.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	X	X	X



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Grade Six	Activity	1	2	3
Reading Standards for Informational Text				
<u>Craft and Structure</u>				
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		X	X	X
<u>Integration of Knowledge and Ideas</u>				
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.		X	X	X
Writing Standards				
<u>Text Types and Purposes</u>				
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			X	X
<u>Production and Distribution of Writing</u>				
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			X	X
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			X	X
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.			X	X
<u>Research to Build and Present Knowledge</u>				
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			X	
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.			X	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			X	
Speaking and Listening Standards				
<u>Comprehension and Collaboration</u>				
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.		X	X	X
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.		X	X	X
<u>Presentation of Knowledge and Ideas</u>				
4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.			X	X
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.			X	X
Reading Standards for Literacy in History/Social Studies				
<u>Key Ideas and Details</u>				
1. Cite specific textual evidence to support analysis of primary and secondary sources.			X	
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.			X	
<u>Craft and Structure</u>				
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.		X	X	X
<u>Integration of Knowledge and Ideas</u>				
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.		X	X	X
8. Distinguish among fact, opinion, and reasoned judgment in a text.			X	



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