***Common Core Standards with Significant Connections to the Content of Children’s Literature Courses***

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| **Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and technical Subjects** |
| *Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews (*p. 3). |
| **A focus on results rather than means**  *Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards* (p. 4)*.*  *The Standards define what all students are expected to know and be able to do, not how teachers should teach (p. 6).*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  **Standards for Reading**  **Note on range and content of student reading (p. 10)**  *To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements*.  **Anchor Standards for Reading (p. 10)**  **Key Ideas and Details**  1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  **Craft and Structure**  4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  6. Assess how point of view or purpose shapes the content and style of a text.  **Integration of Knowledge and Ideas**  7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*  8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.  9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  **Range of Reading and Level of Text Complexity**  10. Read and comprehend complex literary and informational texts independently and proficiently.   * **Range of Text Types for K–5:** Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods. * **Literature** * **Stories:** Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth * **Dramas:** Includes staged dialogue and brief familiar scenes * **Poetry:** Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem * **Informational Text** * **Literary Nonfiction and Historical, Scientific, and Technical Texts**: Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics |
| **Standards for Writing**  **Note on range and content of student writing (p. 18)**  *To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year* (p. 18).  **Selected Anchor Standards for Writing (p. 18)**  **Text types and Purposes**\*   1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   **Research to Build and Present Knowledge**  7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  \*\*Standard 9 begins in 4th Grade (p. 21): Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grade 4 Reading standards 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].”).  b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). |
| **Standards on Speaking and Listening**  **Note on range and content of student speaking and listening (p. 22)**  *To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms*  *of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.*  **Anchor Standards for Speaking and Listening**  **Comprehension and Collaboration**  1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.  **Presentation of Knowledge and Ideas**  4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| **Standards on Language**  **Note on range and content of student language use (p. 25)**  *To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.* |

Peggy Rice, Ball State University