

*The Continuum of Literacy Learning, PreK–8* consists of seven different learning continua and provides a detailed and comprehensive list of behaviors and understandings to notice, teach and support at each grade level and A–Z text level. The following grids align specific statements of behaviors and understandings from *The Continuum of Literacy Learning, PreK–8* with broad requirements from the Common Core Standards. We chose only a few examples to demonstrate the strong relationship between the Common Core Standards and the Continuum.

## STANDARD ONE—READING: LITERATURE

### Key Ideas and Details

#### ① Ask and answer questions about key details in a text.

##### Interactive Read Aloud and Literature Discussion

*Page 25, Thinking Within the Text*

- Pick up important information in a text and remember to use it in a discussion
- Talk about interesting and new information in a text

##### Oral, Visual, and Technological Communication

*Pages 196–197, Speaking and Listening*

*Listening and Understanding*

- Listen with attention and understanding to oral reading of stories, poems, and informational texts

*Extended Discussion*

- Form clear questions to gain information
- Participate actively in whole-class discussion or with peers as partners, or in small group

*Content*

- Ask many questions, demonstrating Curiosity

#### ② Retell stories, including key details, and demonstrate understanding of their central message or lesson.

##### Guided Reading, Level F

*Pages 274–275, Thinking Within the Text*

*Summarizing*

- Remember important information
- Identify important ideas in a text and report them in an organized way, either orally or in writing

#### ③ Describe characters, settings, and major events in a story, using key details.

##### Interactive Read Aloud and Literature Discussion

*Page 25, Thinking Within the Text*

- Recognize characters and report important details after reading
- Follow the events of a plot with multiple events
- Understand the problem in a story

##### Guided Reading, Level F

*Pages 275, Thinking Beyond the Text*

- Infer and discuss characters' feelings
- Show empathy for characters and infer their feelings and motivation

### Craft and Structure

#### ④ Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

##### Interactive Read Aloud and Literature Discussion

*Page 25, Thinking About the Text*

- Notice words that the writer has used to make the story or Content interesting

##### Shared and Performance Reading

*Page 59, Thinking About the Text*

- Notice how the writer has used language or words to make a text interesting or funny

#### ⑤ Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

##### Interactive Read Aloud and Literature Discussion

*Page 25, Selecting Texts*

*Genres/Forms*

- Short poems, nursery rhymes, songs
- Poems
- Traditional folktales
- Simple animal fantasy
- Realistic Fiction
- Factual Texts (ABC books, label books, concept books, counting books, simple informational books)
- Memoir

#### ⑥ Identify who is telling the story at various points in a text.

##### Guided Reading, Level F,

*Page 274, Thinking Within the Text*

*Searching for and Using Information*

- Process texts with simple dialogue and some pronouns, all assigned to speakers

##### Guided Reading, Level H

*Page 282, Thinking Within the Text*

*Searching for and Using Information*

- Process texts with split dialogue, all assigned to speakers

## Integration of Knowledge and Ideas

- ⑦ Use illustrations and details in a story to describe its characters, setting, or events.

### Interactive Read Aloud and Literature Discussion

Page 24

*Thinking Beyond the Text*

- Use details from illustrations to support points made in discussion
- Interpret illustrations

### Shared and Performance Reading

Page 59

*Thinking Within the Text*

- Notice and derive information from pictures

### Oral, Visual, and Technological Communication

*Listening and Speaking*

*Content*

- Share knowledge of story structure by describing setting, characters, events or ending

- ⑧ (Not applicable to literature)

- ⑨ Compare and contrast the adventures and experiences of characters in stories.

### Shared and Performance Reading

Page 59

*Thinking About the Text*

- Compare different versions of the same story, rhyme or traditional tale

## Range of Reading and Level of Text Complexity

- ⑩ With prompting and support, read prose and poetry of appropriate complexity for Grade 1.

### Interactive Read-Aloud and Literature Discussion

Page 24, *Selecting Texts*

*Genres/Forms*

### Guided Reading Continuum

Page 239

- Figure 1-5 Text Gradient and Instructional Level Expectations

Pages 266, 268, 270, 272, 274, 276, *Levels D–I*,

*Selecting Texts*

## STANDARD TWO—READING: INFORMATIONAL TEXT

## Key Ideas and Details

- ① Ask and answer questions about key details in a text.

### Interactive Read Aloud and Literature Discussion

Page 25, *Thinking Within the Text*

- Pick up important information in a text and remember to use it in a discussion
- Talk about interesting and new information in a text

### Oral, Visual, and Technological Communication

Pages 196–197, *Speaking and Listening*

*Listening and Understanding*

- Listen with attention and understanding to oral reading of stories, poems, and informational texts

*Extended Discussion*

- Form clear questions to gain information
- Participate actively in whole-class discussion or with peers as partners, or in small group

*Content*

- Ask many questions, demonstrating

*Curiosity*

- ② Identify the main topic and retell key details of a text.

### Guided Reading, Level F

Pages 274–275, *Thinking Within the Text*

*Summarizing*

- Remember important information
- Identify important ideas in a text and report them in an organized way, either orally or in writing

- ③ Describe the connection between two individuals, events, ideas, or pieces of information in a text

### Interactive Read Aloud and Literature Discussion

Page 25, *Thinking Beyond the Text*

- Make connections between familiar texts and discuss similarities and differences

### Guided Reading, Level F

Pages 274–275, *Thinking Beyond the Text*

*Making Connections*

- Make connections between the text and other texts that have been read or heard

## Craft and Structure

- ④ Ask and answer questions to help determine or clarify the meaning of words or phrases in a text.

### Interactive Read Aloud and Literature Discussion

Page 25, *Thinking Within the Text*

- Acquire understanding of new words from context
- Use new words in discussion of text
- Acquire new vocabulary from listening and use it in discussion

- ⑤ Know and use various text features (e.g., headings, glossaries, electronic menus, icons) to locate key facts or information in a text.

### Guided Reading, Level I

Page 286, *Thinking Within the Text*

- Notice and use graphics such as labels and captions for pictures and simple diagrams
- Use simple readers' tools (table of Contents, index, glossary) to find information in texts

- ⑥ Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

### Interactive Read Aloud and Literature Discussion

Page 25, *Thinking within the text*

- Notice and derive information from pictures
- Use details from illustrations to support points made in a discussion

### Guided Reading, Level E

Page 270, *Thinking within the text*

- Notice details in pictures and use information to understand the text

- ⑦ Use illustrations and details in a text to describe its key ideas.

### Interactive Read Aloud and Literature Discussion

Page 53, *Thinking Beyond the Text*

- Use details from illustrations to support points made in discussion

### Shared and Performance Reading

Page 59, *Thinking Within the Text*

- Notice and derive information from pictures

- ⑧ Identify the reasons an author gives to support points in a text.

### Interactive Read Aloud and Literature Discussion

Page 25, *Thinking Beyond the Text*

- Give reasons to support thinking

## Integration of Knowledge and Ideas

- ⑨ Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).

### Guided Reading, Level E

Page 271, *Thinking Beyond the Text*

*Making Connections*

- Make connections between texts and other texts that have been read or heard

## Range of Reading and Level of Text Complexity

- ⑩ With prompting and support, read informational text appropriately complex for Grade 1.

### Interactive Read-Aloud and Literature Discussion

Page 24, *Selecting Texts*

*Genres/Forms*

- Factual texts including informational texts

### Guided Reading Continuum

Page 239, *Figure 1-5 Text Gradient and Instructional Level Expectations*

Pages 266, 268, 270, 272, 274, 276, *Levels D–I*

*Selecting Texts*

## STANDARD THREE—FOUNDATIONAL SKILLS

## Print Concepts

- ① Demonstrate understanding of the Organization and basic features of print.

- a. Recognize and distinguish features of a sentence (e.g., first word, capitalization, ending punctuation)

### Phonics, Spelling, and Word Study

Page 222, *Early Literacy Concepts*

- Understand the concept of sentence (as a group of words with ending punctuation)

*Letter Knowledge*

- Understand special uses of letters (capital letters, initials)

## Phonological Awareness

- ② Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Distinguish long from short vowel sounds in spoken single-syllable words.
  - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

### Phonics, Spelling, and Word Study

#### Page 222, Letter/Sound Relationships

- Hear and identify long (*make, pail, day*) and short (*can, egg, up*) vowel sounds in words and the letters that represent them
- Recognize that letter clusters (blends and digraphs) represent consonant sounds

#### Phonological Awareness

- Blend two to four phonemes into words
- Segment words into phonemes

#### Spelling Patterns

- Recognize and use the consonant-vowel-consonant (CVC) pattern (*cab, fad, map*)

## Phonics and Word Recognition

- ③ Know and apply grade-level phonics and word analysis skills in decoding words.
- Know the spelling-sound correspondences for common consonant digraphs.
  - Decode regularly spelled one-syllable words.
  - Know final *-e* and common vowel team conventions for representing long vowel sounds.
  - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - Decode two-syllable words following basic patterns by breaking the words into syllables.
  - Read words with inflectional endings.
  - Recognize and read grade-appropriate regularly spelled words.

### Phonics, Spelling, and Word Study

#### Pages 222–223, Letter/Sound Relationships

- Hear and identify long (*make, pail, day*) and short (*can, egg, up*) vowel sounds in words and the letters that represent them
- Recognize that letter clusters (blends and digraphs) represent consonant sounds
- Recognize simple CVC words (*cat, sun*)

#### Phonological Awareness

- Hear and say syllables

#### Word Structure

##### Syllables

- Understand the concept of syllables and demonstrate by clapping
- Understand how vowels appear in syllables

##### Verb Endings

- Recognize and use endings that add *-s* to a verb to make it agree with the subject
- Recognize and use endings that add *-ed* to a verb to make it past tense
- Recognize and use endings that add *-ing* to a verb to denote present participle

##### High-Frequency Words

- Read a core of at least fifty high-frequency words

### Guided Reading

#### Pages 266, 270, 274, 278, 282, 284

#### Planning for Word Work after Guided Reading

## Fluency

- ④ Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
  - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Guided Reading Continuum

*Introduction*

*Page 239*

- Figure 1-5 Text Gradient and Instructional Level Expectations

### Guided Reading, Level D–I

*Pages 264, 268, 272, 276, 280, 284*

- Selecting Texts

*Page 270*

*Thinking Within the Text*

*Monitoring and Correcting*

- Use meaning, language structure and visual information to monitor and self-correct reading

## STANDARD FOUR—WRITING

### Text Types and Purposes

- ① Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

#### Writing about Reading

*Page 83, Thinking About the Text*

- Express opinions about a story or poem

- ② Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

#### Writing

*Pages 126–127, Selecting Purpose and Genre*

*Informational*

- Write books and short pieces of writing that are enjoyable to read and at the same time give information to readers about a topic

- ③ Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

#### Writing

*Pages 126–127, Selecting Purpose and Genre*

*Narrative*

- Write an engaging beginning and a satisfying ending to stories
- Provide some descriptive details to make the story interesting
- Tell events in the order that they occurred in personal narratives

- ④ (Begins in grade 3)

### Production and Distribution of Writing

- 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.

#### Writing

*Page 130, Writing Process*

*Drafting/Revising*

*Understanding the process*

- Understand the role of the writing conference in helping writers
- Understand that writers can get help from other writers
- Understand that writers can change writing in response to peer or teacher feedback

- ⑥ With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### Writing

*Page 129, Conventions*

*Handwriting/Word-Processing*

- Access and use simple programs on the computer (easy word-processing, games)
- Locate letter keys on a computer keyboard to type simple messages

### Research to Build and Present Knowledge

- 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).

#### Writing

*Page 127, Selecting Purpose and Genre*

*Functional*

- Understand procedural writing (how-to) as a list of sequential directions for how to do something and lists of what is needed

*Page 129, Writing Process*

*Oral Language*

- Generate and expand ideas through talk with peers and teacher

*Gathering Seeds/Resources/Experimenting with Writing*

- Gather information for writing

- ⑧ With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Writing***Page 128, Craft**Presentation*

- Tell about experiences or topics the way one would talk about them to others

*Page 129, Writing Process**Oral Language*

- Generate and expand ideas through talk with peers and teacher

*Gathering Seeds,/Resources/Experimenting with Writing*

- Gather information for writing

- ⑨ (Begins in grade 4)

- ⑩ (Begins in grade 3)

## STANDARD FIVE—SPEAKING AND LISTENING

**Comprehension and Collaboration**

- ① Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - Ask questions to clear up any confusion about the topics and texts under discussion

**Oral, Visual, and Technological Communication***Page 196, Speaking and Listening**Social Interaction*

- Speak clearly enough to be understood by others in conversation
- Enter a conversation appropriately
- Engage in turn-taking of conversation
- Sustain a conversation with a variety of audiences, including peers, teacher, and family

*Extended Discussion*

- Participate actively in whole-class discussion or with peers as partners, or in a small group
- Use grade level-appropriate specific vocabulary when talking about texts (title, author)

- ② Ask and answer questions about key details in a text read aloud or information presented orally or through other media

**Oral, Visual, and Technological Communication***Page 196, Listening and Understanding*

- Listen with attention and understanding to oral reading of stories, poems and informational texts

*Extended Discussion*

- Form clear questions to gain information

**Interactive Read-Aloud and Literature Discussion***Page 25, Thinking Within the Text*

- Notice and ask questions when meaning is lost or understanding is interrupted

- ③ Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**Interactive Read-Aloud and Literature Discussion***Page 25, Thinking Within the Text*

- Notice and ask questions when meaning is lost or understanding is interrupted

**Presentation and Knowledge of Ideas**

- ④ Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

**Oral, Visual, and Technological Communication***Page 196, Speaking and Listening**Content*

- Explain and describe people, events, and objects

- ⑤ Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**Oral, Visual, and Technological Communication***Page 197, Presentation**Media*

- Use props or illustrations to extend the meaning of a presentation

- ⑥ Produce complete sentences when appropriate to task and situation. (See Grade 5, Language standards 1 and 3 on page 26 for specific expectations)

### Oral, Visual, and Technological Communication

*Page 196, Presentation*

#### Voice

- Speak about a topic with enthusiasm
- Talk with confidence
- Tell stories in a interesting way

#### Conventions

- Speak at an appropriate volume to be heard
- Enunciate words clearly

## STANDARD SIX–LANGUAGE

### Conventions of Standard English

- ① Demonstrate command of the conventions of standard English Grammar and usage when writing or speaking.
- Print all upper- and lowercase letters.
  - Use common, proper, and possessive nouns.
  - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
  - Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
  - Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
  - Use frequently occurring adjectives.
  - Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
  - Use determiners (e.g., articles, demonstratives).
  - Use frequently occurring prepositions (e.g., *during, beyond, toward*).
  - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

### Phonics, Spelling, and Word Study

*Page 223, Word Structure*

#### Plurals

- Understand the concepts of plurals and plural forms: adding *-s*; adding *-es*; changing spelling

#### Verb Endings

### Writing

*Page 128, Conventions*

#### Grammar

#### Sentence Structure

- Use conventional sentence structure (noun + verb)

#### Parts of Speech

- Use noun + verb agreement
- Use prepositional phrases
- Use text modifiers

- ② Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize dates and names of people.
  - Use end punctuation for sentences.
  - Use commas in dates and to separate single words in a series.
  - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

**Writing***Pages 129–130, Conventions**Capitalization*

- Show awareness of the first place position of capital letters in words
- Use uppercase letters in titles

*Punctuation*

- Use periods, exclamation points, and question marks as ending marks

*Spelling*

- Attempt unknown words through sound analysis

- ③ (Begins in grade 2)

- ④ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and Content, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
  - Use frequently occurring affixes as a clue to the meaning of a word.
  - Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*)

**Interactive Read-Aloud and Literature Discussion***Page 25, Thinking Within the Text*

- Understand the words while listening to a story or factual text
- Acquire new vocabulary from listening and use in discussion
- Derive meanings of new words from context

- ⑤ With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
  - Identify real-life connections between words and their use (e.g., note places at home that are cozy).
  - Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

**Shared and Performance Reading***Page 59, Thinking Within the Text*

- Acquire understanding of new words through repeated reading
- Understand the meaning of words during reading

*Thinking About the Text*

- Notice how the writer has used language or words to make a text interesting or funny

**Phonics, Spelling, and Word Study***Page 222, Word Meaning*

- Recognize and use words with multiple meanings

- ⑥ Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

**Interactive Read-Aloud and Literature Discussion***Page 25*

- Acquire understanding of new words from context

**Writing about Reading***Page 83, Thinking Within the Text*

Notice and sometimes use new words from text