

Reading Standards for Literature (K–5)		
KEY IDEAS AND DETAILS		
Grade	Common Core Standard	Teaching Reading Sourcebook, Second Edition
Kindergarten	1. With prompting and support, ask and answer questions about key details in a text.	What Good Readers Do, 613 Asking Questions, 620, 637, 647 Answering Questions, 620-621, 639, 647 Types of Teacher Questions, 621 Scaffolding Tools: Prompts, 627 Story Structure Questions, 637 Bloom’s Taxonomy, 638 Lesson Model: Dialogic Reading, 648–650
	2. With prompting and support, retell familiar stories, including key details.	Summarizing/Retelling, 622, 641 Scaffolding Tools: Prompts, 627 Retelling Feedback Form, 641 Story Structure Questions, 637 Lesson Model: Dialogic Reading, 648–650
	3. With prompting and support, identify characters, settings, and major events in a story.	Scaffolding Tools: Prompts, 627 Story Structure, 634-635 Recognizing Story Structure, 636, 647 Story Structure Questions, 637 Questions for Self-Monitoring, 639 Lesson Model: Dialogic Reading, 648–650
Grade 1	1. Ask and answer questions about key details in a text.	What Good Readers Do, 613 Asking Questions, 620, 637, 647 Answering Questions, 620-621, 639, 647 Types of Teacher Questions, 621 Story Structure Questions, 637 Bloom’s Taxonomy, 638 Questions for Self-Monitoring, 639 Questions for Predicting, 640 Comprehension Strategies and Questions, 660 Lesson Models: Dialogic Reading, 648–650 Story Structure, 651–658

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Grade	Common Core Standard	Teaching Reading Sourcebook, Second Edition
Grade 1	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Summarizing/Retelling, 622, 641 Story Structure (Theme), 634-635 Story Structure Questions, 637 Questions for Self-Monitoring, 639 Retelling Feedback Form, 641 Lesson Model: Story Structure, 651–658
	3. Describe characters, settings, and major events in a story, using key details.	Story Structure, 634-635 Recognizing Story Structure, 636, 647 Story Structure Questions, 637 Questions for Self-Monitoring, 639 Comprehension Strategies and Questions, 660 Lesson Models: Dialogic Reading, 648–650 Story Structure, 651–658
Grade 2	1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	What Good Readers Do, 613 Asking Questions, 620, 637, 647 Answering Questions, 620-621, 639, 647 Types of Teacher Questions, 621 Story Structure Questions, 637 Bloom’s Taxonomy, 638 Questions for Self-Monitoring, 639 Questions for Predicting, 640 Comprehension Strategies and Questions, 660 Lesson Models: Story Structure, 651–658 TSI (Transactional Strategies Instruction), 659-676
	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Summarizing, 622, 641 Story Structure (Theme), 634-635 Recognizing Story Structure, 636, 647 Story Structure Questions, 637 Questions for Self-Monitoring, 639 Retelling Feedback Form, 641 Lesson Model: Story Structure, 651–658

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Grade	Common Core Standard	Teaching Reading Sourcebook, Second Edition
Grade 2	3. Describe how characters in a story respond to major events and challenges.	Story Structure (Characters, Plot), 634-635 Recognizing Story Structure, 636, 647 Story Structure Questions (Problem, Events, Outcome), 637 Questions for Self-Monitoring, 639 Comprehension Strategies and Questions, 660 Lesson Models: Story Structure, 651–658 TSI (Transactional Strategies Instruction), 659-676
Grade 3	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	What Good Readers Do, 613 Asking Questions, 620, 637, 647 Answering Questions, 620-621, 639, 647, 691 Types of Teacher Questions, 621 Story Structure Questions, 637 Bloom’s Taxonomy, 638 Questions for Self-Monitoring, 639 Questions for Predicting, 640 Comprehension Strategies and Questions, 660 Lesson Models: Story Structure, 651–658 TSI (Transactional Strategies Instruction), 659-676 QAR (Question-Answer Relationship), 702-710
	2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Summarizing, 622, 641 Story Structure (Theme), 634-635 Recognizing Story Structure, 636, 647 Story Structure Questions, 637 Questions for Self-Monitoring, 639 Retelling Feedback Form, 641 Lesson Model: Story Structure (folktale), 651–658
	3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Story Structure (Characters, Plot), 634-635 Recognizing Story Structure, 636, 647 Story Structure Questions (Sequence of Events), 637 Questions for Self-Monitoring, 639 Comprehension Strategies and Questions, 660 Lesson Models: Story Structure, 651–658 TSI (Transactional Strategies Instruction), 659-676

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Grade	Common Core Standard	Teaching Reading Sourcebook, Second Edition
Grade 4	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	What Good Readers Do, 613 Predicting, 619, 640 Question-Answer Relationships (QAR), 691 Lesson Models: Story Structure, 651–658 TSI (Transactional Strategies Instruction), 659-676 QAR (Question-Answer Relationship), 702-710
	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Summarizing, 622, 641 Story Structure (Theme), 635 Story Structure Questions (Theme), 637 Lesson Models: Story Structure, 651–658 TSI (Transactional Strategies Instruction), 659-676 Strategies for Summarizing: Paragraph Shrinking, 711-714
	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).	Recognizing Story Structure, 620, 636, 647 Story Structure, 634-635 Story Structure Questions, 637 Lesson Models: Readers Theatre, 398-404 Story Structure, 651–658 TSI (Transactional Strategies Instruction), 659-676
Grade 5	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Question-Answer Relationships (QAR), 691 Lesson Model: QAR (Question-Answer Relationship), 702-710
	2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Summarizing, 622, 641 Story Structure (Theme), 635 Story Structure Questions (Theme), 637 Lesson Models: Story Structure (Theme), 657-658 TSI (Transactional Strategies Instruction), 659-676 Strategies for Summarizing: Paragraph Shrinking, 711-714
	3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)	Lesson Model: TSI (Predictions Worksheet), 670-675

Reading Standards for Literature (K–5)		
CRAFT AND STRUCTURE		
Grade	Common Core Standard	Teaching Reading Sourcebook, Second Edition
Kindergarten	4. Ask and answer questions about unknown words in a text.	Rich and Robust Instruction, 427-431 What Good Readers Do, 613 Monitoring Comprehension, 615-617 Lesson Models: Text Talk: Read-Aloud Method, 436–442 Meaning Vocabulary: Direct Explanation Method, 443-452
	5. Recognize common types of texts (e.g., storybooks, poems).	Dimensions of Text, 610 The Text, 611 Types of Narrative Texts, 634
	6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Book Conventions, 73 Lesson Model: Print Referencing, 78-82
Grade 1	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Dimensions of Text, 610 What Good Readers Do, 613 Monitoring Comprehension, 615-617 Lesson Models: Text Talk: Read-Aloud Method, 436–442 Meaning Vocabulary: Direct Explanation Method, 443-452 Five Senses Simile Web, 595–597
	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.	The Text, 611 Recognizing Text Structure, 620 Types of Narrative Texts, 634 Types of Informational Texts, 682
	6. Identify who is telling the story at various points in a text.	Lesson Model: TSI (Transactional Strategies Instruction), 664, 667
Grade 2	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Lesson Models: Five-Senses Simile Web, 595-597 Poetry as Word Play, 598-600

Reading Standards for Literature (K–5)		
CRAFT AND STRUCTURE		
Grade	Common Core Standard	Teaching Reading Sourcebook, Second Edition
Grade 2	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Story Structure (Plot), 634-635 Recognizing Story Structure, 636, 647 Story Structure Questions (Problem, Events, Outcome), 637 Questions for Self-Monitoring, 639 Comprehension Strategies and Questions (Summarize), 660 Lesson Models: Readers Theatre (Discuss Story Elements), 399 Story Structure, 651–658 TSI (Transactional Strategies Instruction), 659-676
	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Story Structure (Characters), 635 Assessment of Prosodic Reading (Expression), 333-334 Reading Dialogue Aloud, 394 Lesson Models: Readers Theatre, 398–404 TSI (Transactional Strategies Instruction), 659-676
Grade 3	4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Distinguish Literal from Nonliteral Language, 400, 676, 731 Contextual Analysis, 498-500 Idioms, 574 What Good Readers Do, 613 Monitoring Comprehension, 615-617 Lesson Models: Method for Independently Read Text, 453-461 Animal Idioms, 580-583 TSI (Transactional Strategies Instruction), 659-676
	5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections	Responses to Literature Through Writing: Critical, 643 Scene, 665, 669 Lesson Models: Readers Theatre (Discuss Story Elements), 399 TSI (Transactional Strategies Instruction), 659-676 Book Club: Writing in Response to Literature, 677-680
	6. Distinguish their own point of view from that of the narrator or those of the characters.	Responses to Literature Through Writing: Critical, 643 Narrator, 664, 665, 666, 667 Point of View, 678, 680, 694 Lesson Model: Book Club: Writing in Response to Literature, 677-680

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CRAFT AND STRUCTURE		
Grade	Common Core Standard	Teaching Reading Sourcebook, Second Edition
Grade 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).	Contextual Analysis, 498-500 What Good Readers Do, 613 Monitoring Comprehension, 615-617 Lesson Models: Method for Independently Read Text, 453-461 The Vocabulary Strategy, 555-568 TSI (Transactional Strategies Instruction), 659-676
	5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Drama: Readers Theatre, 398-404 Poems: Poetry as Word Play, 598-600
	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Point of View, 678, 680, 694
Grade 5	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Contextual Analysis, 498-500 Figurative Language, 574, 595 What Good Readers Do, 613 Monitoring Comprehension, 615-617 Lesson Models: Method for Independently Read Text, 453-461 Animal Idioms, 580-583 Five-Senses Simile Web, 595-597 TSI (Transactional Strategies Instruction), 659-676
	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Lesson Model: TSI (Transactional Strategies Instruction), 659-676
	6. Describe how a narrator’s or speaker’s point of view influences how events are described.	Narrator, 664, 665, 666, 667 Point of View, 678, 680, 694

Reading Standards for Literature (K–5)		
INTEGRATION OF KNOWLEDGE AND IDEAS		
Grade	Common Core Standard	Teaching Reading Sourcebook, Second Edition
Kindergarten	7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Lesson Model: Dialogic Reading, 648–650
	8. (Not applicable to literature)	
	9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Connecting to World Knowledge, 618-619, 640, 647 Lesson Model: Dialogic Reading, 648–650
Grade 1	7. Use illustrations and details in a story to describe its characters, setting, or event	Constructing Mental Images, 622, 640 Story Structure (Setting, Characters, Plot), 634-635 Recognizing Story Structure, 636, 647 Story Structure Questions, 637 Questions for Self-Monitoring, 639 Questions for Predicting, 640 Lesson Model: Story Structure, 651–658
	8. (Not applicable to literature)	
	9. Compare and contrast the adventures and experiences of characters in stories.	Connecting to World Knowledge, 618-619, 640, 647 Story Structure (Characters), 635 Lesson Model: Story Structure, Theme Transfer, 658
Grade 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.	Constructing Mental Images, 622, 640 Story Structure (Setting, Characters, Plot), 634-635 Recognizing Story Structure, 636, 647 Story Structure Questions, 637 Questions for Self-Monitoring, 639 Questions for Predicting, 640 Lesson Models: Story Structure, 651–658 TSI (Transactional Strategies Instruction), 659-676
	8. (Not applicable to literature)	
	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Connecting to World Knowledge, 618-619, 640, 647

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Grade	Common Core Standard	Teaching Reading Sourcebook, Second Edition
Grade 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).	Story Structure (Setting, Characters), 634-635 Recognizing Story Structure, 636, 647 Story Structure Questions, 637 Questions for Self-Monitoring, 639 Questions for Predicting, 640 Lesson Model: TSI (Transactional Strategies Instruction), 659-676
	8. (Not applicable to literature)	
	9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Connecting to World Knowledge, 618-619, 640, 647 Recognizing Story Structure, 636, 647 Lesson Model: Story Structure, Theme Transfer, 658
Grade 4	7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Lesson Model: Readers Theatre, 398-404
	8. (Not applicable to literature)	
	9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Connecting to World Knowledge, 618-619, 640, 647 Recognizing Story Structure, 636, 647 Theme Transfer, 658
Grade 5	7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Dimensions of Text, 610
	8. (Not applicable to literature)	
	9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Connecting to World Knowledge, 618-619, 640, 647 Recognizing Story Structure, 636, 647 Lesson Model: Theme Transfer, 658

<b>Reading Standards for Literature (K–5)</b>		
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>		
<b>Grade</b>	<b>Common Core Standard</b>	<b>Teaching Reading Sourcebook, Second Edition</b>
<b>Kindergarten</b>	10. Actively engage in group reading activities with purpose and understanding.	Fundamentals of Comprehension (reader, text, activity), 609-612 Lesson Model: Dialogic Reading, 648–650
<b>Grade 1</b>	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Choosing the Right Text, 367-369 The Three-Tier System, 421-422 Fundamentals of Comprehension (reader, text, activity), 609-612 Dimensions of Text, 610 Contextualized Instruction, 628 Story Complexity Factors, 646
<b>Grade 2</b>	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.	Choosing the Right Text, 367-369 The Three-Tier System, 421-422 Fundamentals of Comprehension (reader, text, activity), 609-612 Dimensions of Text, 610 Contextualized Instruction, 628 Story Complexity Factors, 646
<b>Grade 3</b>	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.	Choosing the Right Text, 367-369 The Three-Tier System, 421-422 Fundamentals of Comprehension (reader, text, activity), 609-612 Dimensions of Text, 610 Contextualized Instruction, 628 Story Complexity Factors, 646
<b>Grade 4</b>	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.	Choosing the Right Text, 367-369 The Three-Tier System, 421-422 Fundamentals of Comprehension (reader, text, activity), 609-612 Dimensions of Text, 610 Contextualized Instruction, 628 Story Complexity Factors, 646
<b>Grade 5</b>	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	Choosing the Right Text, 367-369 The Three-Tier System, 421-422 Fundamentals of Comprehension (reader, text, activity), 609-612 Dimensions of Text, 610 Contextualized Instruction, 628 Story Complexity Factors, 646