

How to Use This Product (cont.)

Standard Correlations

This chart shows the correlation to the Common Core State Standards, Mid-continent Research for Education and Learning (McREL) standards, and World-Class Instructional Design and Assessment (WIDA) Standards.

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| Common Core State Standards (CCSS) | Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in text | Lesson 2 (p. 54); Lesson 3 (p. 62); Lesson 6 (p. 86); Lesson 7 (p. 94); Lesson 9 (p. 110); Lesson 11 (p. 126); Lesson 13 (p. 142) |
| | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action | Lesson 4 (p. 70); Lesson 5 (p. 78); Lesson 8 (p. 102) |
| | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud | Lesson 15 (p. 158) |
| | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot | Lesson 1 (p. 46); Lesson 10 (p. 118); Lesson 12 (p. 134) |
| | Compare and contrast two or more versions of the same story by different authors or from different cultures | Lesson 14 (p. 150) |
| McREL Standards | Uses mental images based on pictures and print to aid in comprehension of text | Lesson 4 (p. 70); Lesson 10 (p. 118) |
| | Uses meaning clues to aid comprehension and make predictions about content | Lesson 3 (p. 62); Lesson 5 (p. 78); Lesson 7 (p. 94); Lesson 11 (p. 126); Lesson 12 (p. 134); Lesson 13 (p. 142); Lesson 14 (p. 150); Lesson 15 (p. 158) |
| | Knows setting, main characters, main events, sequence, narrator, and problems in stories | Lesson 2 (p. 54); Lesson 6 (p. 86); Lesson 8 (p. 102); Lesson 9 (p. 110); Lesson 10 (p. 118) |
| | Relates stories to personal experiences | Lesson 1 (p. 46) |
| WIDA Standards | English language learners communicate for Social and Instructional purposes within the school setting. | Lesson 10 (p. 118); Lesson 12 (p. 134); Lesson 13 (p. 142) |
| | English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. | Lesson 4 (p. 70); Lesson 5 (p. 78); Lesson 6 (p. 86); Lesson 14 (p. 150) |
| | English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics. | Lesson 11 (p. 126); Lesson 15 (p. 158) |
| | English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science. | Lesson 2 (p. 54); Lesson 7 (p. 94); Lesson 8 (p. 102); Lesson 9 (p. 110) |
| | English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies. | Lesson 1 (p. 46); Lesson 3 (p. 62) |