



Correlation of New York State Common Core Learning Standards for English Language Arts & Literacy to i-Ready Diagnostic & Instruction Reading Lessons

Grade K

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
RL.K.1 With prompting and support, . . . answer questions about key details in a text.	Story Characters and Setting Find Effects Find Causes Story Problems Story Solutions Main Idea and Details Review: Main Idea and Details Story Characters, Setting, and Plot Key Details
RL.K.2 With prompting and support, retell familiar stories, including key details.	Story Characters and Setting Story Problems Story Solutions Main Idea and Details Review: Main Idea and Details Story Characters, Setting, and Plot Key Details
RL.K.3 With prompting and support, . . . major events in a story.	Story Problems Story Solutions

***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***


Grade K (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
RL.K.3 With prompting and support, identify characters [and] settings . . . in a story.	Story Characters and Setting
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	Compare and Contrast Characters* Story Characters, Setting, and Plot Compare and Contrast Stories*
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	Identify Fact or Fiction in Pictures* Identify Fact or Fiction in Text* Identify Reality or Fantasy in Pictures* Identify Reality or Fantasy in Text*
RL.K.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).	Find the Main Idea in Pictures* Draw Conclusions About Pictures*
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Story Characters and Setting* Compare and Contrast Characters Story Characters, Setting, and Plot* Compare and Contrast Stories
RI.K.1 With prompting and support, . . . answer questions about key details in a text.	Find Effects Find Causes Review: Main Idea and Details Main Idea and Details

**This lesson is related to the aligned standard*

***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***


Grade K (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	Review: Main Idea and Details Main Idea and Details
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Find Effects Find Causes Sequence
RI.K.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).	Sequence* Review: Sequence* More Review: Sequence*
RF.K.1.d Recognize and name all . . . lowercase letters of the alphabet.	Lowercase Letters: a, b, c, d, e Lowercase Letters: f, g, h, i, j Lowercase Letters: k, l, m, n, o Lowercase Letters: p, q, r, s, t Lowercase Letters: u, v, w, x, y, z
RF.K.2.a Recognize . . . rhyming words.	Rhyming One-Syllable Words Rhyming Two-Syllable Words
RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.	Isolate Beginning Sounds* Isolate Beginning, Middle, and Ending Sounds*
RF.K.2.d Isolate . . . the initial . . . sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	Isolate Beginning Sounds Recognize Same Beginning Sounds

**This lesson is related to the aligned standard*

**Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)**


Grade K (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	Sort Words by Beginning Sounds
RF.K.2.d Isolate . . . the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	Isolate Beginning, Middle, and Ending Sounds Recognize Same Beginning, Middle, or Ending Sounds Sort Words by Beginning, Middle, or Ending Sounds
RF.K.2.e . . . Substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Substitute Beginning Sounds Substitute Beginning, Middle, or Ending Sounds
RF.K.2.e Add . . . individual sounds (phonemes) in simple, one-syllable words to make new words.	Add Beginning Sounds to Words Add Beginning or Ending Sounds to Words
RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Delete Beginning Sounds from Words* Delete Ending Sounds from Words*
RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing . . . many of the most frequent sound for each consonant.	Consonant Sounds: Soft c and g
RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary . . . sound for each consonant.	Consonant Sounds: f, l, m, s Beginning Consonants: m and s Beginning Consonants: f and l Consonant Sounds: b, c, d, g, h Consonant Sounds: j, k, p, qu Consonant Sounds: r, n, v, z

**This lesson is related to the aligned standard*


***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade K (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	<p>Consonant Sounds: t, w, x, y</p> <p>Beginning Consonants: b and c</p> <p>Beginning Consonants: r and n</p> <p>Beginning Consonants: p and w</p> <p>Beginning Consonants: d, h, and g</p> <p>Beginning Consonants: j and k</p> <p>Beginning Consonant t and Beginning Letters qu</p> <p>Beginning Consonants: v and z</p> <p>Beginning Consonant y and Ending Consonant x</p>
<p>RF.K.3.b Associate the . . . short sounds with common spellings (graphemes) for the five major vowels.</p>	<p>Short Vowel: a</p> <p>Beginning Vowel: a</p> <p>Short Vowel: o</p> <p>Beginning Vowel: o</p> <p>Short Vowel: i</p> <p>Beginning Vowel: i</p> <p>Short Vowel: e</p> <p>Short Vowel: u</p>

***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***


Grade K (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	<p>Beginning Vowel: e</p> <p>Beginning Vowel: u</p>
<p>RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<p>High-Frequency Words: 1</p> <p>High-Frequency Words: 2</p> <p>High-Frequency Words: 3</p> <p>High-Frequency Words: 4</p> <p>High-Frequency Words: 5</p> <p>High-Frequency Words: 6</p> <p>High-Frequency Words: 7</p> <p>High-Frequency Words: 8</p> <p>High-Frequency Words: 9</p> <p>High-Frequency Words: 10</p> <p>High-Frequency Words: 11</p> <p>High-Frequency Words: 12</p> <p>High-Frequency Words: 13</p> <p>High-Frequency Words: 14</p> <p>High-Frequency Words: 15</p> <p>High-Frequency Words: 16</p>

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***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***


Grade K (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	<p>High-Frequency Words: 17</p> <p>High-Frequency Words: 18</p> <p>High-Frequency Words: 19</p> <p>High-Frequency Words: 20</p> <p>High-Frequency Words: 21</p>
<p>L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p>	<p>Primary Color Words*</p> <p>Secondary Color Words*</p> <p>Other Color Words*</p> <p>Size Words*</p> <p>More Size Words*</p> <p>Direction Words*</p> <p>Position Words*</p> <p>More Position Words*</p> <p>Words for Children*</p> <p>Words for Family Members*</p> <p>Days of the Week*</p> <p>Words for Pets*</p> <p>Words for Zoo Animals*</p>

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***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***


Grade K (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	<p>Words for Farm Animals*</p> <p>Classroom Words: Activities*</p> <p>Action Words for Play*</p> <p>More Action Words for Play*</p> <p>Action Words for Every Day*</p> <p>Words for Seasons*</p> <p>Classroom Words: Written Directions*</p> <p>Classroom Words: Math*</p> <p>Classroom Words: How Many and How Much*</p> <p>Playground Words*</p> <p>Words for Forest Animals*</p> <p>Firefighter Words*</p> <p>Words for Winter Clothing*</p> <p>Words for Vacation Places*</p> <p>Dog Words*</p> <p>More Dog Words*</p> <p>Words for the Five Senses*</p>

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***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade K (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	<p>Words for City Places*</p> <p>More Words for Places*</p> <p>Words for People*</p> <p>Words for Holidays*</p> <p>More Words for Holidays*</p> <p>Words for Time*</p> <p>More Words for Animals*</p> <p>Words for Musical Instruments*</p> <p>Words for Compass Directions*</p> <p>Words for Exercise*</p>
<p>L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>Categorizing Words</p>
<p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Primary Color Words</p> <p>Secondary Color Words</p> <p>Other Color Words</p> <p>Size Words</p> <p>More Size Words</p> <p>Direction Words</p>

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***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade K (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	<p>Position Words</p> <p>More Position Words</p> <p>Words for Children</p> <p>Words for Family Members</p> <p>Days of the Week</p> <p>Words for Pets</p> <p>Words for Zoo Animals</p> <p>Words for Farm Animals</p> <p>Classroom Words: Activities</p> <p>Action Words for Play</p> <p>More Action Words for Play</p> <p>Action Words for Every Day</p> <p>Words for Seasons</p> <p>Classroom Words: Written Directions</p> <p>Classroom Words: Math</p> <p>Classroom Words: How Many and How Much</p> <p>Playground Words</p>


***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade K (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	<p>Words for Forest Animals</p> <p>Firefighter Words</p> <p>Words for Winter Clothing</p> <p>Words for Vacation Places</p> <p>Dog Words</p> <p>More Dog Words</p> <p>Words for the Five Senses</p> <p>Words for City Places</p> <p>More Words for Places</p> <p>Words for People</p> <p>Words for Holidays</p> <p>More Words for Holidays</p> <p>Words for Time</p> <p>More Words for Animals</p> <p>Words for Musical Instruments</p> <p>Words for Compass Directions</p> <p>Words for Exercise</p>


***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade 1

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
RL.1.1 . . . Answer questions about key details in a text.	Main Idea and Details Find Effects Find Causes Story Characters, Setting, and Plot Key Details Sequence Review: Sequence Cause and Effect Review: Cause and Effect
RL.1.2 Retell stories, including key details . . .	Story Characters, Setting, and Plot Key Details Sequence Review: Sequence
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Main Idea and Details
RL.1.3 Describe . . . major events in a story, using key details.	Sequence Review: Sequence
RL.1.3 Describe characters, settings, and major events in a story, using key details.	Story Characters, Setting, and Plot Key Details

***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***


Grade 1 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	Compare and Contrast Stories* Review: Compare and Contrast*
RL.1.4 Identify words and phrases in . . . poems that suggest feelings or appeal to the senses.	Understanding Poetry
RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Identify Reality or Fantasy in Pictures* Identify Reality or Fantasy in Text* Fact or Fiction* Review: Fact or Fiction*
RL.1.7 Use . . . details in a story to describe its . . . events.	Sequence Review: Sequence
RL.1.7 Use . . . details in a story to describe its characters, setting, or events.	Story Characters, Setting, and Plot
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	Make Predictions* Draw Conclusions About Pictures* Draw Conclusions* Make Inferences* Compare and Contrast Stories* Review: Compare and Contrast*
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	Story Characters, Setting, and Plot* Compare and Contrast Stories Review: Compare and Contrast

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***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***


Grade 1 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
RI.1.1 . . . Answer questions about key details in a text.	Main Idea and Details Find Effects Find Causes Review: Sequence Cause and Effect Review: Cause and Effect Summarize Main Ideas
RI.1.2 Identify the main topic and retell key details of a text.	Main Idea and Details
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Find Effects Find Causes Sequence
RI.1.7 Use the illustrations and details in a text to describe its key ideas.	Make Predictions* Find the Main Idea and Details in Pictures Main Idea and Details Draw Conclusions About Pictures* Draw Conclusions* Make Inferences*
RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words.	Short Vowel: a* Short Vowel: o*

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***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade 1 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	Short Vowel: i* Short Vowel: e* Short Vowel: u* Silent e
RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Blend Three Sounds to Make Words* Blend Four or Five Sounds to Make Words*
RF.1.2.c Isolate . . . initial . . . sounds (phonemes) in spoken single-syllable words.	Isolate Beginning Sounds Recognize Same Beginning Sounds Sort Words by Beginning Sounds
RF.1.2.c Isolate . . . initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Isolate Beginning, Middle, and Ending Sounds Recognize Same Beginning, Middle, or Ending Sounds Sort Words by Beginning, Middle, or Ending Sounds
RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Isolate Beginning Sounds* Isolate Beginning, Middle, and Ending Sounds* Break Words into Two or Three Sounds Break Words into Two to Four Sounds

***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***


Grade 1 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs.	Consonant Digraphs
RF.1.3.b Decode regularly spelled one-syllable words.	Using Letter, Sound, and Meaning Clues* Tricky Word Strategy*
RF.1.3.c Know . . . common vowel team conventions for representing long vowel sounds.	Vowel Digraphs
RF.1.3.c Know final -e . . . conventions for representing long vowel sounds.	Silent e
RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.	High-Frequency Words: 14* High-Frequency Words: 13* High-Frequency Words: 20* High-Frequency Words: 21* High-Frequency Words: 1 High-Frequency Words: 2 High-Frequency Words: 3 High-Frequency Words: 4 High-Frequency Words: 5 High-Frequency Words: 6 High-Frequency Words: 7 High-Frequency Words: 8

**This lesson is related to the aligned standard*

***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***


Grade 1 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	High-Frequency Words: 9 High-Frequency Words: 10 High-Frequency Words: 11
RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Using Sentence, Meaning, and Picture Clues Tricky Word Strategy
L.1.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	Building Word Knowledge: 1 Building Word Knowledge: 2 Building Word Knowledge: 3 Building Word Knowledge: 4 Building Word Knowledge: 5 Building Word Knowledge: 6 Building Word Knowledge: 7 Building Word Knowledge: 8 Building Word Knowledge: 9 Building Word Knowledge: 10 Building Word Knowledge: 11 Building Word Knowledge: 12 Multiple-Meaning Words

**This lesson is related to the aligned standard*


***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade 1 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	Building Word Knowledge: 13 Building Word Knowledge: 14 Building Word Knowledge: 15 Building Word Knowledge: 16 Building Word Knowledge: 17 Building Word Knowledge: 18 Building Word Knowledge: 19 Building Word Knowledge: 20
L.1.4.b Use frequently occurring affixes as a clue to the meaning of a word.	Prefixes and Suffixes
L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	Categorizing Words
L.1.5.b 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).	Categorizing Words
L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts . . .	Building Word Knowledge: 1 Building Word Knowledge: 2 Building Word Knowledge: 3 Building Word Knowledge: 4 Building Word Knowledge: 5


***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade 1 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	Building Word Knowledge: 6 Building Word Knowledge: 7 Building Word Knowledge: 8 Building Word Knowledge: 9 Building Word Knowledge: 10 Building Word Knowledge: 11 Building Word Knowledge: 12 Multiple-Meaning Words Building Word Knowledge: 13 Building Word Knowledge: 14 Building Word Knowledge: 15 Building Word Knowledge: 16 Building Word Knowledge: 17 Building Word Knowledge: 18 Building Word Knowledge: 19 Building Word Knowledge: 20

***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***


Grade 2

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
RL.2.1 . . . Answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Story Characters, Setting, and Plot Key Details Sequence Review: Sequence Cause and Effect Review: Cause and Effect
RL.2.2 . . . Determine . . . [a story's] central message, lesson, or moral.	Determine the Central Message of a Story
RL.2.2 Recount stories, including fables and folktales from diverse cultures . . .	Recount Story Events
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Story Characters, Setting, and Plot* Key Details* Sequence* Review: Sequence*
RL.2.3 Describe how characters in a story respond to major events and challenges.	Story Characters, Setting, and Plot Recount Story Events*
RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a . . . poem . . .	Understanding Poetry
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Story Characters, Setting, and Plot Sequence* Review: Sequence*

**This lesson is related to the aligned standard*

***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***


Grade 2 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	Recount Story Events*
RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Distinguish Points of View in a Story
RL.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.	Story Characters, Setting, and Plot Sequence* Review: Sequence* Compare and Contrast Stories* Review: Compare and Contrast*
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Story Characters, Setting, and Plot* Compare and Contrast Stories* Review: Compare and Contrast*
RL.2.11 Make connections between self, text, and the world around them (text, media, social interaction).	Distinguish Points of View in a Story
RI.2.1 . . . Answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Cause and Effect
RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Ask and Answer Questions About Informational Text
RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Summarize Main Ideas Main Idea

**This lesson is related to the aligned standard*


***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade 2 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	Summarize
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Review: Sequence Cause and Effect Review: Cause and Effect
RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Building Word Knowledge: 1 Building Word Knowledge: 2 Building Word Knowledge: 3 Building Word Knowledge: 4 Building Word Knowledge: 5 Building Word Knowledge: 6 Building Word Knowledge: 7 Building Word Knowledge: 8 Building Word Knowledge: 9 Building Word Knowledge: 10
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Author's Purpose
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	Review: Compare and Contrast Compare and Contrast in Informational Text


***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade 2 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.	Silent e
RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.	r-Controlled Vowels: eer* Diphthongs: aw, au Diphthongs: ow, ou Diphthongs: oi, oy Vowel Digraphs
RF.2.3.d Decode words with common prefixes and suffixes.	Prefixes* Suffixes*
RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.	Using Letter, Sound, and Meaning Clues* Tricky Word Strategy* Cross-Checking*
RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.	High-Frequency Words: 1 High-Frequency Words: 2 High-Frequency Words: 3 High-Frequency Words: 5 High-Frequency Words: 8 High-Frequency Words: 10 High-Frequency Words: 13


***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade 2 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	High-Frequency Words: 20 High-Frequency Words: 21
RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Using Sentence, Meaning, and Picture Clues Tricky Word Strategy Cross-Checking Self-Monitoring
L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	Building Word Knowledge: 1 Building Word Knowledge: 2 Building Word Knowledge: 3 Homophones Building Word Knowledge: 4 Building Word Knowledge: 5 Building Word Knowledge: 6 Synonyms and Antonyms Building Word Knowledge: 7 Building Word Knowledge: 8 Building Word Knowledge: 9 Building Word Knowledge: 10

***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***


Grade 2 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	Prefixes and Suffixes
L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	Prefixes and Suffixes*
L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	Compound Words*
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts . . .	Building Word Knowledge: 1 Building Word Knowledge: 2 Building Word Knowledge: 3 Homophones Building Word Knowledge: 4 Building Word Knowledge: 5 Building Word Knowledge: 6 Synonyms and Antonyms Building Word Knowledge: 7 Building Word Knowledge: 8 Building Word Knowledge: 9 Building Word Knowledge: 10

**This lesson is related to the aligned standard*

***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***


Grade 3

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
RL.3.1 . . . Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Sequence Key Details Cause and Effect Understanding Characters Story Structure Review: Cause and Effect Supporting Details Main Idea
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Make Predictions*
RL.3.2 . . . Determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Determine the Central Message of a Story Identifying the Theme of a Story
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures . . .	Recount Story Events Key Details
RL.3.2 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.	Sequence* Understanding Characters* Story Structure*
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Recount Story Events* Compare and Contrast Stories*

**This lesson is related to the aligned standard*

***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***


Grade 3 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	Sequence* Making Inferences about Literature Understanding Characters Story Structure
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Vocabulary in Context Building Word Knowledge: 1 Building Word Knowledge: 2 Building Word Knowledge: 3 Building Word Knowledge: 4 Building Word Knowledge: 5 Building Word Knowledge: 6 Building Word Knowledge: 7 Building Word Knowledge: 8 Building Word Knowledge: 9 Building Word Knowledge: 10
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	Compare and Contrast Stories* Distinguish Points of View on a Topic Distinguish Points of View in a Story Point of View*

**This lesson is related to the aligned standard*

***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***


Grade 3 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
RL.3.9 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).	Compare and Contrast Stories* Sequence* Understanding Characters* Story Structure*
RL.3.11 Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.	Distinguish Points of View in a Story
RI.3.1 . . . Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Cause and Effect Review: Cause and Effect Supporting Details Main Idea Understanding Technical and Scientific Texts Sequence Evaluating Arguments in Informational Text
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask and Answer Questions About Informational Text
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Main Idea Summarize Supporting Details

**This lesson is related to the aligned standard*


***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade 3 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to . . . cause/effect.	Cause and Effect Review: Cause and Effect
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time [and] sequence . . .	Sequence
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Understanding Technical and Scientific Texts
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Vocabulary in Context Building Word Knowledge: 1 Building Word Knowledge: 2 Building Word Knowledge: 3 Building Word Knowledge: 4 Building Word Knowledge: 5 Building Word Knowledge: 6 Building Word Knowledge: 7 Building Word Knowledge: 8 Building Word Knowledge: 9


***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade 3 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	Building Word Knowledge: 10
RI.3.6 Distinguish their own point of view from that of the author of a text.	Distinguish Points of View on a Topic Analyzing Accounts of the Same Topic*
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Cause and Effect* Review: Cause and Effect* Sequence*
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., . . . cause/ effect . . .).	Cause and Effect Review: Cause and Effect
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., . . . first/second/ third in a sequence).	Sequence
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	Compare and Contrast in Informational Text* Analyzing Accounts of the Same Topic Compare and Contrast*
RF.3.3.a Identify and know the meaning of . . . the most common prefixes . . .	Prefixes
RF.3.3.a Identify and know the meaning of the most common . . . derivational suffixes.	Suffixes
RF.3.3.b Decode words with common Latin suffixes.	Suffixes*
RF.3.3.c Decode multisyllable words.	Syllabication* Compound Words*

***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***


Grade 3 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Tricky Word Strategy Cross-Checking Self-Monitoring
L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	Vocabulary in Context Building Word Knowledge: 1 Building Word Knowledge: 2 Building Word Knowledge: 3 Building Word Knowledge: 4 Building Word Knowledge: 5 Building Word Knowledge: 6 Building Word Knowledge: 7 Building Word Knowledge: 8 Building Word Knowledge: 9 Building Word Knowledge: 10 Synonyms and Antonyms Prefixes and Suffixes
L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	Prefixes and Suffixes

**This lesson is related to the aligned standard*

***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***


Grade 3 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	Prefixes and Suffixes*
L.3.5.a Distinguish the literal . . . meanings of words and phrases in context (e.g., take steps).	Vocabulary in Context Building Word Knowledge: 1 Building Word Knowledge: 2 Building Word Knowledge: 3 Building Word Knowledge: 4 Building Word Knowledge: 5 Building Word Knowledge: 6 Building Word Knowledge: 7 Building Word Knowledge: 8 Building Word Knowledge: 9 Building Word Knowledge: 10 Synonyms and Antonyms Prefixes and Suffixes
L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases . . .	Building Word Knowledge: 2 Building Word Knowledge: 3 Building Word Knowledge: 4 Building Word Knowledge: 5

**This lesson is related to the aligned standard*


***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade 3 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	Building Word Knowledge: 6 Building Word Knowledge: 7 Building Word Knowledge: 8 Building Word Knowledge: 9 Building Word Knowledge: 10 Synonyms and Antonyms


***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade 4

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
RL.4.1 Refer to details and examples in a text when . . . drawing inferences from the text.	Making Inferences about Literature Draw Conclusions and Make Inferences Review: Draw Conclusions and Make Inferences Use Clues to Draw Conclusions
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly . . .	Understanding Characters Cause and Effect Review: Cause and Effect Supporting Details Summarize Sequence Identifying Theme Review: Summarize
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Make Predictions* Main Idea Story Structure
RL.4.2 . . . Summarize the text.	Summarize Summarizing a Story Review: Summarize

***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***


Grade 4 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
RL.4.2 Determine a theme of a story . . . from details in the text . . .	Identifying the Theme of a Story
RL.4.2 Determine a theme of a story . . . or poem from details in the text . . .	Identifying Theme
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Explaining the Structure of a Poem*
RL.4.3 Describe in depth a character . . . in a story . . . , drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Comparing and Contrasting Characters
RL.4.3 Describe in depth a character . . . in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Making Inferences about Literature Understanding Characters Cause and Effect
RL.4.3 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).	Story Structure Summarize* Summarizing a Story* Review: Summarize*
RL.4.4 Determine the meaning of words and phrases as they are used in a text . . .	Vocabulary in Context Building Word Knowledge: 1 Building Word Knowledge: 2 Building Word Knowledge: 3 Building Word Knowledge: 4 Building Word Knowledge: 5

**This lesson is related to the aligned standard*


***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade 4 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	Building Word Knowledge: 6 Building Word Knowledge: 7 Building Word Knowledge: 8 Building Word Knowledge: 9 Building Word Knowledge: 10
RL.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).	Figurative Language*
RL.4.5 Explain . . . structural elements of poems . . .	Understanding Poetry
RL.4.5 [R]efer to the structural elements of poems (e.g., verse, rhythm, meter) . . .	Explaining the Structure of a Poem
RL.4.6 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 Exploring Point of View in Literature*
RL.4.9 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.	Identifying the Theme of a Story* Story Structure* Summarize* Review: Summarize* Analyzing Accounts of the Same Topic* Review: Compare and Contrast*


***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade 4 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
RI.4.1 Refer to details and examples in a text . . . when drawing inferences from the text.	Draw Conclusions and Make Inferences Review: Draw Conclusions and Make Inferences Supporting Inferences About Informational Text Finding Main Ideas and Details in Informational Texts Use Clues to Draw Conclusions
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly . . .	Cause and Effect Review: Cause and Effect Supporting Details Summarize Understanding Technical and Scientific Texts Sequence Evaluating Arguments in Informational Text Review: Summarize
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Make Predictions* Main Idea
RI.4.2 . . . Summarize the text.	Summarize

***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***


Grade 4 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	Review: Summarize
RI.4.2 Determine the main idea of a text . . .	Main Idea
RI.4.2 Determine the main idea of a text and explain how it is supported by key details . . .	Supporting Details Finding Main Ideas and Details in Informational Texts Understanding Supporting Evidence
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Cause and Effect Review: Cause and Effect Understanding Technical and Scientific Texts Sequence Explaining Relationships in Informational Texts*
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Vocabulary in Context Building Word Knowledge: 1 Building Word Knowledge: 2 Building Word Knowledge: 3 Building Word Knowledge: 4 Building Word Knowledge: 5 Building Word Knowledge: 6 Building Word Knowledge: 7

**This lesson is related to the aligned standard*

**Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)**


Grade 4 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	Building Word Knowledge: 8 Building Word Knowledge: 9 Building Word Knowledge: 10
RI.4.5 Describe the overall structure (e.g., . . . cause/effect . . .) of events, ideas, concepts, or information in a text or part of a text.	Cause and Effect Review: Cause and Effect
RI.4.5 Describe the overall structure (e.g., chronology . . .) of events, ideas, concepts, or information in a text or part of a text.	Sequence
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Analyzing Accounts of the Same Topic Compare and Contrast* Review: Compare and Contrast*
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	Fact and Opinion* Evaluating Arguments in Informational Text
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Analyzing Accounts of the Same Topic*
RF.4.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Syllabication* Cross-Checking Prefixes* Suffixes* Compound Words*

**This lesson is related to the aligned standard*

***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***


Grade 4 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Cross-Checking Self-Monitoring
L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Vocabulary in Context Building Word Knowledge: 1 Building Word Knowledge: 2 Building Word Knowledge: 3 Building Word Knowledge: 4 Synonyms and Antonyms Building Word Knowledge: 5 Building Word Knowledge: 6 Building Word Knowledge: 7 Building Word Knowledge: 8 Building Word Knowledge: 9 Building Word Knowledge: 10 Prefixes and Suffixes
L.4.4.b Use common, grade-appropriate Greek and Latin affixes . . . as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	Prefixes and Suffixes
L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	Figurative Language

**This lesson is related to the aligned standard*


***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade 4 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.	Figurative Language
L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Synonyms and Antonyms
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases . . .	Building Word Knowledge: 1 Building Word Knowledge: 2 Building Word Knowledge: 3 Building Word Knowledge: 4 Synonyms and Antonyms Building Word Knowledge: 5 Building Word Knowledge: 6 Building Word Knowledge: 7 Building Word Knowledge: 8 Building Word Knowledge: 9 Building Word Knowledge: 10


***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade 5

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
RL.5.1 Quote accurately from a text . . . when drawing inferences from the text.	Draw Conclusions and Make Inferences Review: Draw Conclusions and Make Inferences Use Clues to Draw Conclusions Making Inferences About Characters in Literature
RL.5.1 Quote accurately from a text when explaining what the text says explicitly . . .	Sequence Identifying Theme Review: Cause and Effect Supporting Details Review: Summarize Summarizing Literature Understanding Plot in Literature Analyzing Character Development in Literature
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Make Predictions* Main Idea Story Structure
RL.5.2 . . . Summarize the text.	Summarizing a Story Review: Summarize

**Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)**


Grade 5 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	Summarizing Literature
RL.5.2 Determine a theme of a story . . . 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 . . .	Identifying Theme
RL.5.2 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 . . .	Identifying Theme in Literature
RL.5.2 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.	Explaining the Structure of a Poem* Comparing and Contrasting Literary Texts*
RL.5.3 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).	Comparing and Contrasting Characters Review: Summarize* Review: Compare and Contrast Story Structure* Making Inferences About Characters in Literature* Summarizing Literature* Understanding Plot in Literature* Analyzing Character Development in Literature*

**This lesson is related to the aligned standard*

***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***


Grade 5 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	Comparing and Contrasting Literary Texts*
RL.5.4 Determine the meaning of words and phrases as they are used in a text . . .	Building Word Knowledge: 1 Building Word Knowledge: 2 Building Word Knowledge: 3 Building Word Knowledge: 4 Building Word Knowledge: 5 Building Word Knowledge: 6 Building Word Knowledge: 7 Building Word Knowledge: 8 Building Word Knowledge: 9 Building Word Knowledge: 10 Vocabulary in Context
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Figurative Language Examining Figurative Language in Literature
RL.5.5 Explain how a series of . . . stanzas fits together to provide the overall structure of a particular . . . poem.	Explaining the Structure of a Poem
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Story Structure* Understanding Plot in Literature*

**This lesson is related to the aligned standard*

***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***


Grade 5 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	Exploring Point of View in Literature
RL.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).	Comparing and Contrasting Literature in Print to Multimedia Versions*
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Review: Summarize* Review: Compare and Contrast* Story Structure* Making Inferences About Characters in Literature* Summarizing Literature* Understanding Plot in Literature* Analyzing Character Development in Literature* Comparing and Contrasting Literary Texts*
RI.5.1 Quote accurately from a text . . . when drawing inferences from the text.	Supporting Inferences About Informational Text Finding Main Ideas and Details in Informational Texts Draw Conclusions and Make Inferences Review: Draw Conclusions and Make Inferences

**This lesson is related to the aligned standard*

***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***


Grade 5 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	Use Clues to Draw Conclusions Making Inferences from Informational Text
RI.5.1 Quote accurately from a text when explaining what the text says explicitly . . .	Sequence Cause and Effect Review: Cause and Effect Supporting Details Summarize Review: Summarize Summarizing Informational Text
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Make Predictions* Main Idea Determining Central Idea of Informational Text
RI.5.2 . . . Summarize the text.	Summarize Summarizing Informational Text
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details . . .	Finding Main Ideas and Details in Informational Texts Understanding Supporting Evidence
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Supporting Details* Main Idea*

**This lesson is related to the aligned standard*

***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***


Grade 5 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	Determining Central Idea of Informational Text*
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical . . . text based on specific information in the text.	Explaining Relationships in Informational Texts
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Sequence Cause and Effect Review: Cause and Effect
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Building Word Knowledge: 1 Building Word Knowledge: 2 Building Word Knowledge: 3 Building Word Knowledge: 4 Building Word Knowledge: 5 Building Word Knowledge: 6 Building Word Knowledge: 7 Building Word Knowledge: 8 Building Word Knowledge: 9 Building Word Knowledge: 10 Vocabulary in Context

**This lesson is related to the aligned standard*


***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade 5 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
<p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>Sequence*</p> <p>Cause and Effect*</p> <p>Review: Cause and Effect*</p> <p>Compare and Contrast</p> <p>Comparing and Contrasting an Autobiography to a Biography</p> <p>Analyzing How Science Texts Are Organized*</p>
<p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>Analyzing Accounts of the Same Topic</p> <p>Compare and Contrast*</p> <p>Determining Point of View and Purpose in Informational Text*</p> <p>Comparing and Contrasting an Autobiography to a Biography</p>
<p>RI.5.7 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.</p>	<p>Using Information from Different Media Sources to Investigate a Topic</p>
<p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>Understanding Supporting Evidence</p> <p>Analyzing How a Key Individual, Event, or Idea Is Developed in Informational Text</p> <p>Evaluating Arguments in Informational Text*</p>

***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***


Grade 5 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
<p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Main Idea*</p> <p>Summarize*</p> <p>Compare and Contrast*</p> <p>Making Inferences from Informational Text*</p> <p>Determining Central Idea of Informational Text*</p> <p>Summarizing Informational Text*</p> <p>Comparing and Contrasting an Autobiography to a Biography*</p> <p>Using Information from Different Media Sources to Investigate a Topic*</p>
<p>L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>	<p>Building Word Knowledge: 1</p> <p>Building Word Knowledge: 2</p> <p>Building Word Knowledge: 3</p> <p>Building Word Knowledge: 4</p> <p>Building Word Knowledge: 5</p> <p>Building Word Knowledge: 6</p> <p>Synonyms and Antonyms</p> <p>Building Word Knowledge: 7</p>

**This lesson is related to the aligned standard*


***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade 5 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	Building Word Knowledge: 8 Building Word Knowledge: 9 Building Word Knowledge: 10 Vocabulary in Context
L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	Determining Word Meaning Using Greek and Latin Roots and Affixes
L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Using Print and Digital Reference Guides to Determine Word Meanings
L.5.5.a Interpret figurative language, including similes and metaphors, in context.	Figurative Language
L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.	Figurative Language
L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Synonyms and Antonyms
L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases . . .	Building Word Knowledge: 1 Building Word Knowledge: 2 Building Word Knowledge: 3 Building Word Knowledge: 4 Building Word Knowledge: 5


***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade 5 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	Building Word Knowledge: 6 Synonyms and Antonyms Building Word Knowledge: 7 Building Word Knowledge: 8 Building Word Knowledge: 9 Building Word Knowledge: 10 Vocabulary in Context

***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***


Grade 6

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
RL.6.1 Cite textual evidence to support . . . inferences drawn from the text.	Making Inferences About Characters in Literature Making Inferences About Literature
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly . . .	Summarizing Literature Understanding Plot in Literature Analyzing Character Development in Literature Analyzing Plot Development
RL.6.2 . . . Provide a summary of the text distinct from personal opinions or judgments.	Summarizing Literature
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details . . .	Identifying Theme in Literature Analyzing the Development of Theme in Literature
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Making Inferences About Characters in Literature* Summarizing Literature Understanding Plot in Literature Analyzing Character Development in Literature Making Inferences About Literature* Analyzing Plot Development Analyzing How Characters, Setting, and Plot Interact in Literary Text

**This lesson is related to the aligned standard*


**Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)**

Grade 6 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
RL.6.4 Determine the meaning of words . . . as they are used in a text . . .	Determining Word Meaning Using Context Clues
RL.6.4 Determine the meaning of words . . . as they are used in a text, including . . . connotative meanings . . .	Analyzing the Impact of Word Choice on Tone and Meaning in Literature
RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative . . . meanings . . .	Examining Figurative Language in Literature
RL.6.5 Analyze how a particular . . . stanza fits into the overall structure of a text and contributes to the development of the theme . . .	Analyzing the Structure and Elements of Poetry Analyzing Different Structures of Poetry
RL.6.5 Analyze how a particular sentence [or] scene . . . fits into the overall structure of a text and contributes to the development of the theme . . . or plot.	Analyzing the Structure of Drama
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme . . .	Analyzing the Development of Theme in Literature
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Identifying Theme in Literature* Summarizing Literature* Analyzing Character Development in Literature* Analyzing How Characters, Setting, and Plot Interact in Literary Text*
RL.6.5 Analyze how a particular sentence, chapter, [or] scene . . . fits into the overall structure of a text and contributes to the development of the . . . plot.	Understanding Plot in Literature Analyzing Plot Development


***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade 6 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	Exploring Point of View in Literature Analyzing Differing Points of View in Literature
RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	Comparing and Contrasting Literature in Print to Multimedia Versions Comparing and Contrasting Literature to Multimedia Productions
RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Comparing and Contrasting Literary Texts Comparing and Contrasting an Autobiography to a Biography Comparing and Contrasting Fictional Stories and Historical Accounts
RI.6.1 Cite textual evidence to support . . . inferences drawn from the text.	Making Inferences from Informational Text Making Inferences About Informational Text
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly . . .	Summarizing Informational Text
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Determining Central Idea of Informational Text Analyzing the Development of Central Ideas in Informational Text
RI.6.2 . . . Provide a summary of the text distinct from personal opinions or judgments.	Summarizing Informational Text


***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade 6 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details . . .	Determining Central Idea of Informational Text
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Analyzing the Development of Central Ideas in Informational Text*
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Analyzing How a Key Individual, Event, or Idea Is Developed in Informational Text Analyzing Individuals, Ideas, or Events in Informational Texts
RI.6.4 Determine the meaning of words . . . as they are used in a text . . .	Determining Word Meaning Using Context Clues
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Analyzing How a Key Individual, Event, or Idea Is Developed in Informational Text* Analyzing How Components of Informational Text Fit Together Analyzing How Science Texts Are Organized Analyzing Individuals, Ideas, or Events in Informational Texts*
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Determining Point of View and Purpose in Informational Text Analyzing Point of View or Purpose in Informational Text
RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to	Using Information from Different Media Sources to Investigate a Topic

***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***


Grade 6 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
develop a coherent understanding of a topic or issue.	Comparing and Contrasting Information in Print to a Multimedia Presentation*
RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Evaluating Arguments in Informational Text Evaluating Arguments in Informational Text Analyzing Persuasive Techniques*
RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Comparing and Contrasting an Autobiography to a Biography Analyzing How Different Authors Present the Same Information
L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Determining Word Meaning Using Context Clues
L.6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	Determining Word Meaning Using Greek and Latin Roots and Affixes
L.6.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Using Print and Digital Reference Guides to Determine Word Meanings
L.6.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning . . . in a dictionary).	Using Print and Digital Reference Guides to Determine Word Meanings
L.6.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context . . .).	Determining Word Meaning Using Context Clues

**This lesson is related to the aligned standard*


***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade 6 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
L.6.5.a Interpret figures of speech (e.g., personification) in context.	Examining Figurative Language in Literature
L.6.5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Understanding the Relationship Between Words
L.6.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).	Analyzing the Impact of Word Choice on Tone and Meaning in Literature
L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Analyzing the Impact of Word Choice on Tone and Meaning in Literature
	Determining Word Meaning Using Context Clues
	Understanding the Relationship Between Words

**Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)**


Grade 7

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
RL.7.1 Cite several pieces of textual evidence to support . . . inferences drawn from the text.	Making Inferences About Literature
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly . . .	Analyzing Plot Development Summarizing Literature
RL.7.2 . . . Provide an objective summary of the text.	Summarizing Literature
RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text . . .	Analyzing the Development of Theme in Literature
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Making Inferences About Literature* Analyzing Plot Development Summarizing Literature Analyzing How Characters, Setting, and Plot Interact in Literary Text
RL.7.4 . . . Analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Analyzing Different Structures of Poetry
RL.7.4 Determine the meaning of words and phrases as they are used in a text . . .	Determining Word Meaning Using Context Clues
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including . . . connotative meanings . . .	Understanding Connotative Meanings
RL.7.5 Analyze how a . . . poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Analyzing Different Structures of Poetry Comparing and Contrasting Poetic Structures

**This lesson is related to the aligned standard*


***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade 7 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
RL.7.5 Analyze how a drama's . . . form or structure (e.g., soliloquy . . .) contributes to its meaning.	Analyzing the Structure of Drama
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Analyzing Differing Points of View in Literature
RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	Comparing and Contrasting Literature to Multimedia Productions
RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Comparing and Contrasting Fictional Stories and Historical Accounts
RI.7.1 Cite several pieces of textual evidence to support . . . inferences drawn from the text.	Making Inferences About Informational Text
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly . . .	Summarizing Informational Text
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Analyzing the Development of Central Ideas in Informational Text
RI.7.2 . . . Provide an objective summary of the text.	Summarizing Informational Text
RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text . . .	Analyzing the Development of Central Ideas in Informational Text
RI.7.3 Analyze the interactions between individuals, events, and ideas in a text	Analyzing Individuals, Ideas, or Events in Informational Texts

**Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)**


Grade 7 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
(e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	
RI.7.4 Determine the meaning of words . . . as they are used in a text . . .	Determining Word Meaning Using Context Clues
RI.7.4 Determine the meaning of words . . . as they are used in a text, including . . . connotative . . . meanings . . .	Understanding Connotative Meanings
RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Examining Word Choice in Informational Text
RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Analyzing Individuals, Ideas, or Events in Informational Texts* Analyzing How Components of Informational Text Fit Together Analyzing Procedural Documents Analyzing Paragraph Structure in Informational Texts
RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Analyzing Point of View or Purpose in Informational Text Analyzing Point of View and Purpose in Informational Text
RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Comparing and Contrasting Information in Print to a Multimedia Presentation
RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether	Evaluating Arguments in Informational Text

**This lesson is related to the aligned standard*

**Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)**


Grade 7 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Analyzing Persuasive Techniques* Evaluating Arguments in Informational Texts
RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Analyzing How Different Authors Present the Same Information Analyzing Conflicting Information in Texts About the Same Topic
L.7.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Determining Word Meaning Using Context Clues
L.7.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	Using Greek and Latin Roots and Affixes
L.7.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Determining Word Meaning Using Context Clues
L.7.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Determining Word Meaning Using Context Clues
L.7.5.a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	Examining Word Choice in Informational Text
L.7.5.b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Understanding the Relationship Between Words

**This lesson is related to the aligned standard*


***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade 7 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
L.7.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	Understanding Connotative Meanings Examining Word Choice in Informational Text
L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Determining Word Meaning Using Context Clues Understanding Connotative Meanings Understanding the Relationship Between Words

**Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)**

Grade 8

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
RL.8.1 Cite the textual evidence that most strongly supports . . . inferences drawn from the text.	Making Inferences About Literature
RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly . . .	Analyzing Plot Development Summarizing Literature
RL.8.2 . . . Provide an objective summary of the text.	Summarizing Literature
RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot . . .	Analyzing the Development of Theme in Literature
RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Analyzing the Impact of Dialogue in Literary Text
RL.8.4 Determine the meaning of words . . . as they are used in a text . . .	Determining Word Meaning from Context Clues
RL.8.4 Determine the meaning of words . . . as they are used in a text, including . . . connotative meanings . . .	Understanding Connotative Meanings
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative . . . meanings . . .	Figurative Language and Allusions
RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Comparing and Contrasting Poetic Structures
RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Analyzing Differing Points of View in Literature


***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade 8 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	Analyzing Mythological Elements in Modern Fiction
RI.8.1 Cite the textual evidence that most strongly supports . . . inferences drawn from the text.	Making Inferences About Informational Text
RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly . . .	Analyzing the Development of Central Ideas in Informational Text Summarizing Informational Text
RI.8.2 . . . Provide an objective summary of the text.	Summarizing Informational Text
RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas . . .	Analyzing the Development of Central Ideas in Informational Text
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Analyzing Individuals, Ideas, or Events in Informational Texts
RI.8.4 Determine the meaning of words . . . as they are used in a text . . .	Determining Word Meaning from Context Clues
RI.8.4 Determine the meaning of words . . . as they are used in a text, including . . . connotative . . . meanings . . .	Understanding Connotative Meanings
RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Analyzing Procedural Documents Analyzing Individuals, Ideas, or Events in Informational Texts*


***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade 8 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
	Analyzing Paragraph Structure in Informational Texts
RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Analyzing Point of View and Purpose in Informational Text
RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Evaluating Arguments in Informational Texts Analyzing Persuasive Techniques*
RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Analyzing Conflicting Information in Texts About the Same Topic
L.8.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Determining Word Meaning from Context Clues Using Greek and Latin Roots and Affixes
L.8.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	Using Greek and Latin Roots and Affixes
L.8.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Determining Word Meaning from Context Clues
L.8.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context . . .).	Using Greek and Latin Roots and Affixes

***Correlation of New York State Common Core Learning Standards
for English Language Arts & Literacy to Lessons (continued)***

Grade 8 (continued)

 New York State Common Core Learning Standards for English Language Arts & Literacy	Aligned Lessons
L.8.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Determining Word Meaning from Context Clues
L.8.5.a Interpret figures of speech (e.g. verbal irony, puns) in context.	Figurative Language and Allusions
L.8.5.b Use the relationship between particular words to better understand each of the words.	Understanding Relationships Between Words
L.8.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	Understanding Connotative Meanings
L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Determining Word Meaning from Context Clues Understanding Connotative Meanings Understanding Relationships Between Words