Big Idea: Reading

Standards Used:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (CC)

L = Language; RL = Reading Literature; RI = Reading Informational Text; SL = Speaking and Listening; W = Writing

Example: CC.1.W.6 = Common Core, grade one, writing, standard one

American Association of School Librarians Standards for the 21st Century Learner in Action (AASL)

Example: 1.1.1 = Standard One, Strand One, Indicator One
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Grade K
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Grade 1

CC.1.RL.10 Range of Reading and Level of Text Complexity: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

CC.1.RI.10 Range of Reading and Level of Text Complexity: With prompting and support, read informational texts appropriately complex for grade 1.

CC.1.RL.5 Craft and Structure: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

AASL Skill Benchmarks:

1.1.4 Find, evaluate, and select appropriate sources to answer questions.
   ● Distinguish between fiction and nonfiction books.

4.1.1 Read, view, and listen for pleasure and personal growth.
   ● Request and choose materials related to personal interests.
   ● Read, view, and listen to a variety of fiction and nonfiction for enjoyment and information.
   ● Begin to recognize that different genres require different reading, listening, or viewing strategies.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
   ● Discuss favorite books and authors.

4.1.4 Seek information for personal learning in a variety of formats and genres.
   ● Routinely select picture, fiction, and information books; try some books in other genres (poetry, fairy tales).
   ● Select some books at the appropriate reading level, other books to be read aloud, and other more challenging books of particular interest for browsing and enjoyment.
   ● Explain personal criteria for selecting a particular resource.

4.1.5 Connect ideas to own interests and previous knowledge and experience.
   ● Develop criteria for deciding if a book matches interests and reading levels.
   ● Find and read (or be read) books that match interests and comprehension levels.
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Grade 2

CC.2.RL.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CC.2.RI.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CC.2.RL.2 Key Ideas and Details: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

AASL Skill Benchmarks:

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.
   - Share information and creative products with others, using diverse formats, both print and nonprint.

4.1.1 Read, view, and listen for pleasure and personal growth.
   - Request and choose materials related to personal interests.
   - Read, view, and listen to a variety of fiction and nonfiction for enjoyment and information.
   - Begin to recognize that different genres require different reading, listening, or viewing strategies.

4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.
   - Read widely from multicultural text in various genres to find out about self and the surrounding world.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
   - Discuss favorite books and authors.

4.1.4 Seek information for personal learning in a variety of formats and genres.
   - Routinely select picture, fiction, and information books; try some books in other genres (poetry, fairy tales).
   - Select some books at the appropriate reading level, other books to be read aloud, and other more challenging books of particular interest for browsing and enjoyment.
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4.1.5 Connect ideas to own interests and previous knowledge and experience.
   - Develop criteria for deciding if a book matches interests and reading levels.
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