

Common Core State Standards Alignment for Jacob's Ladder Primary 1

Cluster	Common Core State Standards in ELA-Literacy
College and Career Readiness Anchor Standards for Reading	CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, C, D, F)
	CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Short Stories: Ladders A, C, D, E) (Poetry: Ladders A, B, C, D)
	CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text. (Short Stories: Ladders A, C, D, E) (Poetry: Ladders A, C, D)
	CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (Short Stories: Ladders C, F) (Poetry: Ladders C, D, F)
	CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, C, D, F)
College and Career Readiness Anchor Standards for Writing	CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (Short Stories: Ladders A, B, D, E) (Poetry: Ladders A, B, D)
	CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. (Short Stories: Ladders D, F) (Poetry: Ladders C, D, F)
	CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, C, D, F)
College and Career Readiness Anchor Standards for Speaking and Listening	CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, C, D, F)
	CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, C, D, F)
College and Career Readiness Anchor Standards for Language	CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, C, D, F)
	CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Short Stories: Ladder F) (Poetry: Ladders C, F)
Reading: Literature, Grade K	RL.K.1 With prompting and support, ask and answer questions about key details in a text. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, C, D, F)
	RL.K.2 With prompting and support, retell familiar stories, including key details. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, D)
	RL.K.3 With prompting and support, identify characters, settings, and major events in a story. (Short Stories: Ladders A, B, C, D, E) (Poetry: Ladders A, B, C, D, F)
	RL.K.4 Ask and answer questions about unknown words in a text. (Short Stories: Ladders C, F) (Poetry: Ladder F)

Cluster	Common Core State Standards in ELA-Literacy
Reading: Literature, Grade K, <i>continued</i>	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). (Short Stories: Ladders A, B, D, E)
	RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (Short Stories: Ladder E) (Poetry: Ladder D)
	RL.K.10 Actively engage in group reading activities with purpose and understanding. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, C, D, F)
Reading: Literature, Grade 1	RL.1.1 Ask and answer questions about key details in a text. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, C, D, F)
	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, D)
	RL.1.3 Describe characters, settings, and major events in a story, using key details. (Short Stories: Ladders A, B, C, D, E) (Poetry: Ladders A, B, C, D, F)
	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (Short Stories: Ladders C, F) (Poetry: Ladder F)
	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. (Short Stories: Ladders A, B, D, E)
	RL.1.9 Compare and contrast the adventures and experiences of characters in stories. (Short Stories: Ladders A, B, D, E)
	RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, C, D, F)
Reading: Literature, Grade 2	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, C, D, F)
	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, D)
	RL.2.3 Describe how characters in a story respond to major events and challenges. (Short Stories: Ladders A, B, C, D, E) (Poetry: Ladders A, B, C, D, F)
	RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (Short Stories: Ladders C, F) (Poetry: Ladder F)
	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (Short Stories: Ladder D)
	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. (Short Stories: Ladders A, B, D, E)
	RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, C, D, F)
Reading: Literature, Grade 3	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, C, D, F)

Cluster	Common Core State Standards in ELA-Literacy
Reading: Literature, Grade 3, <i>continued</i>	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. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, D)
	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. (Short Stories: Ladders A, B, C, D, E) (Poetry: Ladders A, B, C, D, F)
	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (Short Stories: Ladders C, F) (Poetry: Ladder F)
	RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (Short Stories: Ladder D) (Poetry: Ladders D, F)
	RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) (Short Stories: Ladders A, B, D, E)
	RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, C, D, F)
Writing, Grade K	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (Short Stories: Ladders A, B, D, E) (Poetry: Ladders A, B, D)
	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (Short Stories: Ladders A, D, F) (Poetry: Ladders A, C, D, F)
	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (Short Stories: Ladders A, C, D, E, F) (Poetry: Ladders A, C, D, F)
Writing, Grade 1	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (Short Stories: Ladders A, B, D, E) (Poetry: Ladders A, B, D)
	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (Short Stories: Ladders A, D, F) (Poetry: Ladders A, C, D, F)
	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (Short Stories: Ladders A, C, D, E, F) (Poetry: Ladders A, C, D, F)
Writing, Grade 2	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (Short Stories: Ladders A, B, D, E) (Poetry: Ladders A, B, D)
	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (Short Stories: Ladders A, D, F) (Poetry: Ladders A, C, D, F)

Cluster	Common Core State Standards in ELA-Literacy
Writing, Grade 2, <i>continued</i>	W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (Short Stories: Ladders A, C, D, E, F) (Poetry: Ladders A, C, D, F)
Writing, Grade 3	W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Short Stories: Ladders A, B, D, E) (Poetry: Ladders A, B, D)
	W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Short Stories: Ladders A, D, F) (Poetry: Ladders A, C, D, F)
Speaking and Listening, Grade K	SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, C, D, F)
	SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (Short Stories: Ladders A, B, C, D) (Poetry: Ladders, A, B, C, D)
	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, C, D, F)
Speaking and Listening, Grade 1	SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, C, D, F)
	SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (Short Stories: Ladders A, B, C, D) (Poetry: Ladders, A, B, C, D)
	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
	SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.) (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, C, D, F)
Speaking and Listening, Grade 2	SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, C, D, F)
	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (Short Stories: Ladders A, B, C, D) (Poetry: Ladders, A, B, C, D)
	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, C, D, F)
Speaking and Listening, Grade 3	SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, C, D, F)
	SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Short Stories: Ladders, A, B, C, D) (Poetry: Ladders A, B, C, D)
	SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, C, D, F)

Cluster	Common Core State Standards in ELA-Literacy
Language, Grade K	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, C, D, F)
	L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. (Short Stories: Ladder F) (Poetry: Ladders C, F)
Language, Grade 1	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, C, D, F)
	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (Short Stories: Ladder F) (Poetry: Ladders C, F)
Language, Grade 2	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, C, D, F)
	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, C, D, F)
	L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. (Short Stories: Ladder F) (Poetry: Ladders C, F)
Language, Grade 3	L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, C, D, F)
	L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Short Stories: Ladders A, B, C, D, E, F) (Poetry: Ladders A, B, C, D, F)
	L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (Short Stories: Ladder F) (Poetry: Ladders C, F)