

# **Common Core State Standards Alignment for Jacob's Ladder Level 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) (Poetry: Ladders A, B, C) (Nonfiction: Ladders A, B, C, D)
	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) (Poetry: Ladder C) (Nonfiction: Ladder C)
	CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text. (Short Stories: Ladders A, B, C) (Poetry: Ladders A, B) (Nonfiction: Ladders A, B)
	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. (Poetry: Ladder A)
	CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently. (Short Stories: Ladder B) (Poetry: Ladder B) (Nonfiction: Ladders A, B)
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: Ladder B) (Poetry: Ladder B) (Nonfiction: 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. (Poetry: Ladder A) (Nonfiction: Ladder D)
	CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (Poetry: Ladder C) (Nonfiction: Ladders C, D)
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) (Poetry: Ladders A, B, C) (Nonfiction: Ladders A, B, C, D)
	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: Ladder B) (Poetry: Ladders B, C) (Nonfiction: Ladders A, B, C, D)
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: Ladder B) (Poetry: Ladders B, C) (Nonfiction: Ladders A, B, C, D)
	CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Poetry: Ladder A)
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) (Poetry: Ladders A, B, C)
	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) (Poetry: Ladders B, C)
	RL.2.3 Describe how characters in a story respond to major events and challenges. (Short Stories: Ladders A, C)
	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. (Poetry: Ladders B, C)

Cluster	Common Core State Standards in ELA-Literacy
Reading: Literature, Grade 2, <i>continued</i>	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 A)
	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, C) (Poetry: Ladder A)
	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, C) (Poetry: Ladder A)
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) (Poetry: Ladders A, B, C)
	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) (Poetry: Ladders B, C)
	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, C) (Poetry: Ladder A)
	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (Poetry: Ladders B, C)
	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 A) (Poetry: Ladder A)
	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, C) (Poetry: Ladder A)
Reading: Literature, Grade 4	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. (Short Stories: Ladders A, B) (Poetry: Ladders A, B, C)
	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. (Short Stories: Ladder C) (Poetry: Ladders B, C)
	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). (Short Stories: Ladders A, B, C) (Poetry: Ladder A)
	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). (Poetry: Ladders B, C)
	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. (Short Stories: Ladders B, C)
	RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Short Stories: Ladders A, C) (Poetry: Ladder A)

Cluster	Common Core State Standards in ELA-Literacy
Reading: Literature, Grade 5	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Short Stories: Ladders A, B, C) (Poetry: Ladders A, B, C)
	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. (Short Stories: Ladders A, B, C) (Poetry: Ladders B, C)
	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). (Short Stories: Ladders A, B, C) (Poetry: Ladder A)
	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. (Poetry: Ladders B, C)
	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. (Short Stories: Ladder A)
	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. (Short Stories: Ladder C)
	RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (Short Stories: Ladder C) (Poetry: Ladder A)
Reading: Informational Text: Grade 2	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. (Nonfiction: Ladder A)
	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (Nonfiction: Ladder D)
	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (Nonfiction: Ladder D)
	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (Nonfiction: Ladder D)
Reading: Informational Text: Grade 3	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Nonfiction: Ladders A, D)
	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. (Nonfiction: Ladders A, D)
Reading: Informational Text: Grade 4	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. (Nonfiction: Ladders A, D)
	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. (Nonfiction: Ladder D)
	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. (Nonfiction: Ladder A)

Cluster	Common Core State Standards in ELA-Literacy
Reading: Informational Text: Grade 5	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Nonfiction: Ladders A, D)
	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. (Nonfiction: Ladder A)
	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (Nonfiction: Ladder D)
Writing, Grade 2	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: Ladder C) (Poetry: Ladder A) (Nonfiction: Ladder D)
	W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (Short Stories: Ladders B, C) (Poetry: Ladders A, B, C) (Nonfiction: Ladders A, B, C)
Writing, Grade 3	W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Short Stories: Ladder C) (Poetry: Ladder A) (Nonfiction: Ladder D)
	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (Short Stories: Ladders B, C) (Poetry: Ladders A, B, C) (Nonfiction: Ladders A, B, C)
Writing, Grade 4	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Short Stories: Ladder C) (Poetry: Ladder A) (Nonfiction: Ladder D)
	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (Short Stories: Ladder B) (Poetry: Ladders B, C) (Nonfiction: Ladders A, B, C)
Writing, Grade 5	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Short Stories: Ladder C) (Poetry: Ladder A) (Nonfiction: Ladder D)
	W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (Short Stories: Ladder B) (Poetry: Ladders B, C) (Nonfiction: Ladders A, B, C)
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) (Poetry: Ladders A, B, C) (Nonfiction: Ladders A, B, C, D)
	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) (Poetry: Ladders A, B, C) (Nonfiction: Ladders A, B, C)
	SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (Short Stories: Ladders A, B, C) (Poetry: Ladders A, B, C) (Nonfiction: Ladders A, B, C)

Cluster	Common Core State Standards in ELA-Literacy
Speaking and Listening, Grade 2, <i>continued</i>	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) (Poetry: Ladders A, B, C) (Nonfiction: Ladders A, B, C)
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.) (Short Stories: Ladders A, B, C) (Poetry: Ladders A, B, C) (Nonfiction: Ladders A, B, C)
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) (Poetry: Ladders A, B, C) (Nonfiction: Ladders A, B, C, D)
	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. (Poetry: Ladder C) (Nonfiction: Ladder C)
	SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (Short Stories: Ladders B, C) (Poetry: Ladders B, C) (Nonfiction: Ladders A, B, C)
	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) (Poetry: Ladders A, B, C) (Nonfiction: Ladders A, B, C, D)
	SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.) (Short Stories: Ladders A, B, C) (Poetry: Ladders A, B, C) (Nonfiction: Ladders A, B, C)
Speaking and Listening, Grade 4	SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. (Short Stories: Ladders A, B, C) (Poetry: Ladders A, B, C) (Nonfiction: Ladders A, B, C)
	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Nonfiction: Ladder D)
	SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Nonfiction: Ladder D)
Speaking and Listening, Grade 5	SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (Short Stories: Ladders A, B, C) (Poetry: Ladders A, B, C) (Nonfiction: Ladders A, B, C, D)
	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Short Stories: Ladder A) (Poetry: Ladders B, C)
	SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Short Stories: Ladders A, C) (Poetry: Ladder A) (Nonfiction: Ladder D)

Cluster	Common Core State Standards in ELA-Literacy
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) (Poetry: Ladders A, B, C) (Nonfiction: Ladders A, B, C, D)
	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Short Stories: Ladders A, B) (Poetry: Ladders A, B, C) (Nonfiction: Ladders A, B, C, D)
	L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). (Short Stories: Ladders A, C) (Poetry: Ladder A)
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) (Poetry: Ladders A, B, C) (Nonfiction: Ladders A, B, C, D)
	L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Short Stories: Ladders A, B) (Poetry: Ladders A, B, C) (Nonfiction: Ladders A, B, C, D)
	L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (Short Stories: Ladders A, B, C) (Poetry: Ladders A, B, C) (Nonfiction: Ladders A, B, C, D)
Language, Grade 4	L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Short Stories: Ladders A, B, C) (Poetry: Ladders A, B, C) (Nonfiction: Ladders A, B, C, D)
Language, Grade 5	L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Short Stories: Ladder A)
	L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Short Stories: Ladders A, B, C) (Poetry: Ladders A, B, C) (Nonfiction: Ladders A, B, C, D)
	L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (Short Stories: Ladders A, C)
Literacy in History/ Social Studies, Grades 6-8	RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. (Nonfiction: Ladders C, D)
	RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (Nonfiction: Ladders C, D)
	RH.6-8.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). (Nonfiction: Ladders A, B, C, D)
	RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). (Nonfiction: Ladders A, B)
Literacy in Science/ Technical Subjects, Grades 6-8	RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. (Nonfiction: Ladders A, B, C, D)
	RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (Nonfiction: Ladders C, D)