Common Core State Standards

**College and Career Readiness Anchor Standards for Reading**

The K–5 standards define what students should understand and be able to do by the end of each grade.

**Key Ideas and Details Standards 1,2,3**

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.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure Standards 4,5,6**

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.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas Standards 7,8,9**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity Standard 10**

10. Read and comprehend complex literary and informational texts independently and proficiently.

ReadGEN Glossary

The following are some key terms used in ReadyGen and in your child’s ELA class. Some of these terms might be assigned for homework. They are categorized by standard. Hopefully this glossary can assist you and your child with ReadyGen homework.

# Key Ideas and Details Standards 1,2,3

* **Main ideas and key details:** Main ideas are the most important ideas about the topic. The author supports main ideas using key details. Think about author’s purpose to help you understand how main ideas are developed in at text.
* **Character motivation:** Character motivation is the reason behind a character’s actions. Characters in stories are motivated to act and react according to events in the plot. A character’s motivation is revealed through his or her thoughts, feelings, and actions.
* **Characterization:** The author uses details to build and develop a character. These details can be the character’s traits, feelings, thoughts, actions, and interactions with other characters.
* **Character and events:**  A character changes and grows over time in response to the events in a story. This is known as character development.
* **Compare and contrast characters:** Through characters, authors explore important ideas and themes, or overall messages about life. Sometimes children are asked to compare characters to learn more about them.
* **Compare setting:** Characters are influenced by the setting, or time and place of a story. The setting often varies, and it can influence characters in different ways.
* **Plot:** Plot is the pattern of events in a story. Usually plot happens in sequential order. A plot centers on the main character(s) and other characters engaged in a conflict, or problem. The conflict is part of the rising action, which builds to the climax, the most exciting moment in the story. After that comes the resolution when the conflict is resolved.
* **Compare and contrast events:** The sequence of events in a story moves the story forward. These events have similarities and differences. All the events that happen in a story, taken together, are known as the story’s plot.
* **Theme:** The theme is the author’s message about life. The reader should attempt to answer the questions, “What is the author saying about the topic?” and “What lesson about life does the reader learn?”
* **Developing theme:** Writers use details about characters, and events to help develop theme in a story. To understand theme, you must analyze a text as a whole to see how the writer develops ideas.

**Craft and Structure Standards 4,5,6**

* **Craft and Structure:** The author uses language and structure to create a particular style and reveal meaning in the text.
* Focus on how the author uses **descriptive details and figurative language** to develop mood.
* Reread the text to better understand the **author’s choices** and how they shape the text.
* Writers use various techniques to communicate information about the characters. You must look not just at the actions and dialogue in a story but also at the **language** in the story.
* Reread key sentences and focus on how the author uses **repetition** to reveal information about the characters and move the story forward.
* A writer may choose to **vary the length and type of sentences.**
* Writers often use different **text structures and text features** to organize and explore ideas within a text.
* In an informational text, the job of a **conclusion** is to summarize an author’s ideas and give a strong close to the main text.
* **Compare and contrast** the major and minor **structures of the two texts** and consider the possible effect of each type of text structure.
* An author may choose to include **sensory details to make images clearer** in the reader’s mind.
* **Text Structure and Text Features:** Writers use text structure to organize ideas in a text. Chronological order, cause-effect order, compare-contrast order, and problem-solution all help organize and structure the text. Writers may also use images, illustrations, headings, bold lettering and other visual elements to help clarify ideas.
* **Point of View:** A story’s point of view depends on the narrator, or the person who is telling the story. When the narrator is telling the story it is first person point of view. When the narrator is not a character in the story, the story is told from a third-person point of view. This kind of point of view uses pronouns like he, she and they. Third person limited, which is one type of third-person point of view, means that the narrator is describing events through one character’s perspective.
* **Multiple Accounts:** Focus on reading multiple texts to discover similarities and differences in the perspectives they represent. A broad topic can be approached from different points of view.
* **Analyze Multiple Accounts:** Reading to compare and contrast multiple texts requires the reader to identify key details in the texts.
* **Cause and Effect Relationship:** The cause is why something happened and the effect is what happened. The relationship describes an event that leads to another event. The first event is the cause and the events that happen because of the first event are the effects. Writers use cause-effect relationships to emphasize connections between events over time.
* **Sequence:** Sequence is the order of events. Writers use sequence to describe their topic in chronological-or time-order. Sequence also allows writers to emphasize changes over a period.
* **Problem-Solution Text Structure:** Authors sometimes organize their writing by problem and solution. The author will present a problem that needs to be solved. A problem can be between individuals or groups, or it might be with something that is going on in the world. A problem might even occur with just one person. Identifying the problem and solution will help you understand the text better.

# Integration of Knowledge and Ideas Standards 7,8,9

* **Historical Context:** Focus on reading to understand the relationship between historical individuals, events, and ideas of our time.
* **Historical Context:** Historical context refers broadly to the time and place in which events took place. Keep the historical context in mind when reading about people and events from a different place and time. When reading biographies, analyze historical context to better understand the world in which the person lived. It also helps readers understand the relationships between people, events, and ideas—as well as the challenges—particular to a specific place and time.
* **Reasons and Evidence:** Focus on reading the text to explain how the author uses reasons and evidence to support his/her opinion. Reasons include statements that answer the question; Why? For example, reasons may explain why an event occurred. Writers use evidence to support these reasons.
* Offering sound reasoning involves giving logical, valid reasons and providing evidence, in the form of facts and details that support claims. **Sound reasoning provides a strong argument** because the evidence given makes sense to the reader.
* **Integrate Information:** Focus on integrating information from multiple texts on the same topic.
* **Synthesizing Information:** Synthesizing is much like summarizing, but in synthesizing, you determine the most important information by comparing and contrasting multiple sources. You can then draw your own conclusions about that information. In synthesizing, the goal is to integrate existing content knowledge with new information from the chosen sources to create new understandings.