

The Continuum of Literacy Learning, PreK–8 consists of seven different learning continua and provides a detailed and comprehensive list of behaviors and understandings to notice, teach and support at each grade level and A–Z text level. The following grids align specific statements of behaviors and understandings from *The Continuum of Literacy Learning, PreK–8* with broad requirements from the Common Core Standards. We chose only a few examples to demonstrate the strong relationship between the Common Core Standards and the Continuum.

STANDARD ONE—READING: LITERATURE

Key Ideas and Details

① With prompting and support, ask and answer questions about key details in a text.

Interactive Read Aloud and Literature Discussion

Page 23, Thinking Within the Text

- Pick up important information in a text and remember to use it in a discussion
- Talk about interesting information in a text

Shared and Performance Reading

Pages 56–57, Thinking Within the Text

- Remember and talk about interesting information in a text

Oral, Visual, and Technological Communication

Pages 194–195, Speaking and Listening, Listening and Understanding

- Listen with attention and understanding to oral reading of stories, poems, and informational texts

Extended Discussion

- Form clear questions to gain information
- Participate actively in whole–class discussion or with peers as partners, or in small group

Content

- Ask many questions, demonstrating curiosity

② With prompting and support, retell familiar stories, including key details.

Guided Reading

Page 258, Thinking Within the Text
Summarizing

- Discuss the text after reading, remembering important information or details of a story

③ With prompting and support, identify characters, settings, and major events in a story.

Interactive Read Aloud and Literature Discussion

Page 23, Thinking Within the Text

- Talk about characters, problems, and events in a story

Craft and Structure

④ Ask and answer questions about unknown words in a text.

Interactive Read Aloud and Literature Discussion

Page 23, Thinking Within the Text

- Acquire understanding of new words from context
- Use new words in discussion of text
- Acquire new vocabulary from listening and use it in discussion

⑤ Recognize common types of texts (e.g., storybooks, poems).

Interactive Read Aloud and Literature Discussion

Page 23, Thinking About the Text

- Notice how texts are different from each other (such as fiction versus nonfiction)
- Compare different versions of the same story, rhyme, or traditional tale
- Use specific vocabulary to talk about texts: author, illustrator, cover, wordless picture book, information book, picture book, character, problem

⑥ With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Interactive Read Aloud and Literature Discussion

Page 23, Thinking About the Text

- Understand that an author wrote the book
- Understand that an artist illustrated the book
- Recognize some authors by the style of their illustrations, their topics, or the characters they use

Integration of Knowledge and Ideas

- 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).

Interactive Read Aloud and Literature Discussion

Page 23, Thinking Beyond the Text

- Use details from illustrations to support points made in discussion

Shared and Performance Reading

Page 57, Thinking Within the Text

- Notice and derive information from pictures

- ⑧ (Not applicable to literature)

- ⑨ With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Interactive Read Aloud and Literature Discussion

Page 23, Thinking Within the Text

- Talk about characters, problems, and events in a story

Thinking Beyond the Text

- Make predictions about what a character is likely to do

Range of Reading and Level of Text Complexity

- ⑩ Actively engage in group reading activities with purpose and understanding.

Oral, Visual, and Technological Communications

Page 194

- Listen with attention and understanding to oral reading of stories, poems and informational texts

STANDARD TWO–READING: INFORMATIONAL TEXT

Key Ideas and Details

- ① With prompting and support, ask and answer questions about key details in a text.

Interactive Read Aloud and Literature Discussion

Page 23, Thinking Within the Text

- Pick up important information in a text and remember to use it in a discussion
- Talk about interesting information in a text

Shared and Performance Reading

Pages 56–57, Thinking Within the Text

- Remember and talk about interesting information in a text

Oral, Visual, and Technological Communication

Pages 194–195, Speaking and Listening

Listening and Understanding

- Listen with attention and understanding to oral reading of stories, poems, and informational texts

Extended Discussion

- Form clear questions to gain information
- Participate actively in whole–class discussion or with peers as partners, or in small group

Content

- Ask many questions, demonstrating curiosity

- ② With prompting and support, identify the main topic and retell key details of a text.

Guided Reading, Level B

Pages 258–259, Thinking Within the Text

Summarizing

- Remember details while reading
- Discuss the text after reading, remembering important information or details of a story

- ③ With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Guided Reading, Level B

Pages 258–259, Thinking Beyond the Text

Making Connections

- Make connections between texts on the same topic or with the same Content
- Identify recurring characters when applicable

Craft and Structure

- ④ With prompting and support, ask and answer questions about unknown words in a text.

Interactive Read Aloud and Literature Discussion

Page 23, *Thinking Within the Text*

- Acquire understanding of new words from context
- Use new words in discussion of text
- Acquire new vocabulary from listening and use it in discussion

- ⑤ Identify the front cover, back cover, and title page of a book.

Interactive Read Aloud and Literature Discussion

Page 22, *Selecting Texts*

Book and Print Features

- Title, author and illustrator on cover and title page

- ⑥ Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Interactive Read Aloud and Literature Discussion

Page 23

Thinking About the Text

- Understand that an author wrote the book
- Understand that an artist illustrated the book.
- Notice the words the author used to make the story or Content interesting
- Recognize some authors by the style of their illustrations, their topics, or the characters they use
- Have some favorite writers or illustrators

Integration of Knowledge and Ideas

- ⑦ With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place or thing, or idea in the text an illustration depicts.)

Interactive Read Aloud and Literature Discussion

Page 23, *Thinking Beyond the Text*

- Use details from illustrations to support points made in discussion

Shared and Performance Reading

Page 57, *Thinking Within the Text*

- Notice and derive information from pictures

- ⑧ With prompting and support, identify the reasons an author gives to support points in a text.

Interactive Read Aloud and Literature Discussion

Page 23, *Thinking Beyond the Text*

- Give reasons to support thinking

- ⑨ With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).

Guided Reading, Level B

Pages 258–259, *Thinking Beyond the Text*

Making Connections

- Make connections between texts on the same topic or with the same Content

Range of Reading and Level of Text Complexity

- ⑩ Actively engage in group reading activities with purpose and understanding.

Oral, Visual, and Technological Communication

Page 194, *Speaking and Listening*

- Show interest in listening to and talking about stories, poems, or informational texts
- Listen with attention and understanding to oral reading of stories, poems, and informational texts

Interactive Read–Aloud and Literature Discussion

Page 22

- Selecting Texts

Shared and Performance Reading

Page 56

- Selecting Texts

Guided Reading Continuum

Introduction Page 239

- Figure 1–5 Text Gradient and Instructional Level Expectations

Guided Reading, Level B

Page 256

- Selecting Texts

STANDARD THREE–FOUNDATIONAL SKILLS

Print Concepts

- ① Demonstrate understanding of the Organization and basic features of print.
 - a. Follow words from left to right, top to bottom and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper– and lower– case letters of the alphabet.

Phonics, Spelling, and Word Study

Page 220, Early Literacy Concepts

- Use left to right directionality of print and return to the left in reading and writing.
- Understand that one says one word for one group of letters when you read
- Match one spoken to one written word while reading and pointing

Letter Knowledge

- Recognize and produce the names of most upper and lower case letters

Phonological Awareness

- ② Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, pronounce, blend and segment syllables in spoken words.
 - c. Isolate and pronounce 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/)
 - d. Add or substitute individual sounds (phonemes) in simple, one –syllable words to make new words.

Phonics, Spelling, and Word Study

Page 220, Phonological Awareness

- Hear, say, connect, and generate rhyming words (fly, high, buy, sky)
- Hear and say syllables (to–ma–to, can–dy, um–brel–la)
- Blend two or three phonemes in words (d–og, dog)
- Connect words by sounds (sun, sat)
- Manipulate phonemes (mat–at, and–hand)

Spelling Patterns

- Recognize and use a few simple phonograms with a VC pattern (easiest): (-ad, -ag, -an, -at, ed, -en, -et, -ig, -in, -it, -og, -op, -ot, -ut)
- Recognize and use the consonant-vowel-consonant (CVC) pattern (cab, fad, map)

Phonics and Word Recognition

- ③ Know and apply grade–level phonics and word analysis skills in decoding words.
 - a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
 - b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
 - d. Distinguish between similarly spelling words by identifying the sounds of the letters that differ.

Phonics, Spelling, and Word Study

Page 220, Letter/Sound Relationships

- Recognize and use beginning consonant sounds and the letters that represent them to read and write words
- Understand that there is a relationship between sounds and letters
- Recognize simple CVC words (cat, sun)

High-Frequency Words

- Read a core of twenty to twenty five high-frequency words (a, am, an, and, at, can, come, do, go, he, I, is, in, it, like, me, my, no, see, so, the, to, up, we, you)

Guided Reading

Page 254, Planning for Word Work after Guided Reading

- Recognize a few easy high-frequency words
- Recognize and make a few easy CVC words

Fluency

- ④ Read emergent-reader texts with purpose and understanding.

Guided Reading Continuum

Introduction

Page 239

- Figure 1-5 Text Gradient and Instructional Level Expectations

Guided Reading, Level B

Page 256

- Selecting Texts

Page 258, Thinking Within the Text

Summarizing

- Remember what the story is about during reading
- Discuss the text after reading, remembering important information or details of a story

STANDARD FOUR–WRITING

Text Types and Purposes

- ① Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*)

Writing About Reading

Page 81, Thinking Beyond the Text

- Express opinions about stories or poems
- Express opinions about characters or about their feelings or motives

- 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.

Writing

Page 122, Informational (To explain or give facts about a topic)

Writing in the Genre

- Write books or short pieces that are enjoyable to read and at the same time give information to readers about a topic

- 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.

Writing

Page 122, Narrative (To tell a story)

- Understand that a story can be a “small moment” (description of a brief but memorable experience)
- Explain one’s thoughts and feelings about an experience or event

- ④ (Begins in grade 3)

Production and Distribution of Writing

- ⑤ With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Oral, Visual, and Technological Communication

Page 194, Speaking and Listening

- Listen actively to others read or talk about writing and give feedback

Writing

Page 122, Writing Process

Oral Language

- Generate and expand ideas through talk with peers and teacher

- ⑥ With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Writing

Page 123, Conventions

Handwriting/Word-Processing

- Access and use simple programs on the computer (easy word-processing, games)
- Locate letter keys on a computer keyboard to type simple messages

Research to Build and Present Knowledge

- ⑦ Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Writing

Page 124, Drafting/Revising

- Understand that writers can get help from other writers
- Understand that writers can change writing in response to peer or teacher feedback

Writing about Reading

Page 81, Thinking Within the Text

- Notice and use some details from texts in groups or independent writing

Thinking Beyond the Text

- Express opinions about stories or poems
- Express opinions about characters or about their feelings or motives

Thinking About the Text

- Create texts that have some of the characteristics of published texts
- Sometimes borrow the style or some words or expressions from a writer

- ⑧ With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Writing

Page 123, Writing Process

Rehearsing/Planning

- Generate and expand ideas through talk with peers and teacher
- Look for ideas and topics in personal experiences, shared through talk

Inquiry/Research

- Ask questions and gather information on a topic

Range of Writing

- ⑨ (Begins in grade 4)

- ⑩ (Begins in grade 3)

STANDARD FIVE—SPEAKING AND LISTENING

Comprehension and Collaboration

- ① Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges

Oral, Visual, and Technological Communication*Page 194, Speaking and Listening**Social Interaction*

- Sustain a conversation with a variety of audiences, including peers, teacher and family
- Enter a conversation appropriately
- Engage in turn-taking of conversation

Extended Discussion

- Participate actively in whole-class discussion or with peers as partners, or in a small group

- 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.

Oral, Visual, and Technological Communication*Page 194**Listening and Understanding*

- Listen with attention and understanding to oral reading of stories, poems and informational texts

Extended Discussion

- Form clear questions to gain information

Interactive Read-Aloud and Literature Discussion*Page 23, Thinking Within the Text*

- Notice and ask questions when meaning is lost or understanding is interrupted

- ③ Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Interactive Read-Aloud and Literature Discussion*Page 23**Thinking Within the Text*

- Notice and ask questions when meaning is lost or understanding is interrupted

Presentation and Knowledge of Ideas

- ④ Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Oral, Visual, and Technological Communication*Page 194, Speaking and Listening**Content*

- Explain and describe people, events, and objects

- ⑤ Add drawings or other visual displays to descriptions as desired to provide additional detail

Oral, Visual, and Technological Communication*Page 194, Presentation**Media*

- Use props or illustrations to extend the meaning of a presentation

- ⑥ Speak audibly and express thoughts, feelings, and ideas clearly

Oral, Visual, and Technological Communication*Page 194, Presentation**Voice*

- Speak about a topic with enthusiasm
- Talk with confidence
- Tell stories in an interesting way

Conventions

- Speak at an appropriate volume to be heard
- Enunciate words clearly

STANDARD SIX–LANGUAGE

Conventions of Standard English

- ① Demonstrate command of the conventions of standard English Grammar and usage when writing or speaking.
 - a. Print many upper and lower case letters
 - b. Use frequently occurring nouns and verbs
 - c. Form plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes)
 - d. Understand and use question words (interrogatives) (e.g. who, what, where when, why, how)
 - e. Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with)
 - f. Produce and expand complete sentences in shared language activities.

Writing

Pages 123, Handwriting/Word Processing

- Form upper and lower case letters efficiently in manuscript print
- Form upper and lower case letters proportionately in manuscript print

Oral, Visual, and Technological Communication

Page 194, Social Interaction

- Speak clearly enough to be understood by others in conversation
- Sustain a conversation with a variety of audiences, including peers, teacher and family

Extended Discussion

- Form clear questions to gain information
- Participate actively in whole-class discussion or with peers as partners, or in a small group
- Use grade-appropriate specific vocabulary when talking about text

- ② Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize the first word in a sentence and the pronoun I.
 - b. Recognize and name end punctuation.
 - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Writing

Page 123

Conventions

Capitalization

- Use capital letters in the beginning position in a few familiar, known proper nouns
- Show awareness of the first place position of capital letters in words
- Use a capital letter for the first word of a sentence
- Capitalize I

Punctuation

- Use periods, exclamation points, and question marks as ending marks

Spelling

- Say words slowly to hear a sound and write a letter that represents it
- Write some words and consonant letters appropriate for sounds in words (beginning and ending)
- Understand that letters represent sounds

- ③ (Begins in grade 2)

Vocabulary Acquisition and Use

- ④ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and Content.
- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

Interactive Read-Aloud and Literature Discussion

Page 23, *Thinking Within the Text*

- Understand the meaning of words during reading

Shared and Performance Reading

Page 57, *Thinking Within the Text*

- Acquire understanding of new words from context

Phonics, Spelling and Word Study

Page 223, *Word Structure*

Verb Endings

- Recognize and use endings that add *-s* to a verb to make it agree with the subject
- Recognize and use endings that add *-ed* to a verb to make it past tense
- Recognize and use endings that add *-ing* to a verb to denote the present participle

Word-Solving Actions

- Use known words to help in spelling new words
- Use known words and word parts to help in reading and spelling new words

- ⑤ With guidance and support from adults, explore word relationships and nuances in word meanings.
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Phonics, Spelling and Word Study

Page 220, *Word Meaning*

Concept Words

- Recognize and use concept words

Oral, Visual, and Technological Communication

Page 194, *Presentation*

Word Choice

- Use words that describe (adjectives and adverbs)

- ⑥ Use words and phrases acquired through conversations, reading and being read to, and responding to text

Interactive Read-Aloud and Literature Discussion

Page 23

- Acquire understanding of new words from context

Writing about Reading

Page 81, *Thinking Within the Text*

- Notice and sometimes use new words from text