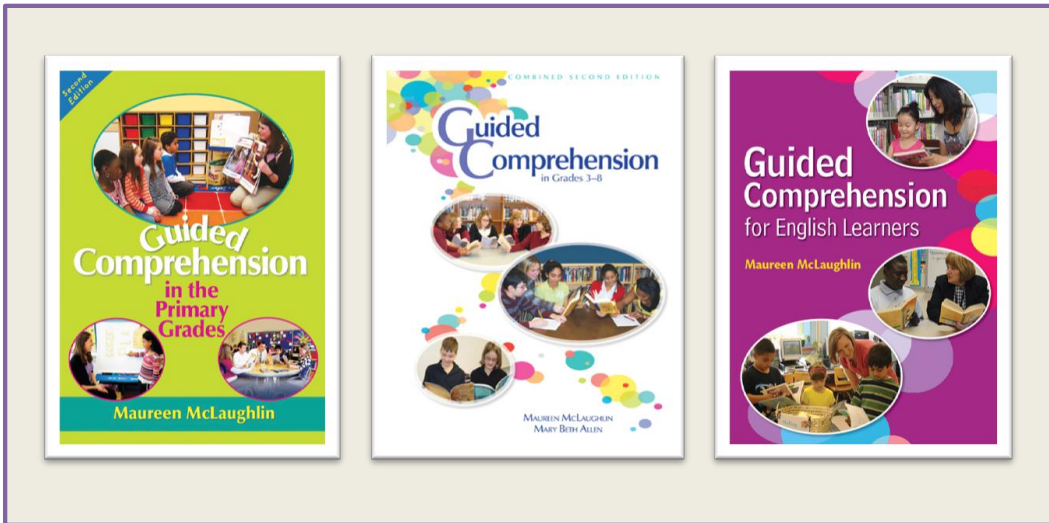


**Guided Comprehension and the Common Core State Standards:  
ELA Connections in Grades K–8**



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The Common Core State Standards (CCSS) for English Language Arts delineate grade-level expectations in reading, writing, speaking, and listening. Their purpose is to prepare all students to be college and career ready.

The CCSS suggest that students who are college and career ready

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Understand other perspectives and cultures (see Common Core State Standards Initiative, 2010, p. 7)

The Guided Comprehension Model—detailed in the books *Guided Comprehension in the Primary Grades* (McLaughlin, 2011), *Guided Comprehension in Grades 3 – 8* (McLaughlin & Allen, 2009), and *Guided Comprehension for English Language Learners* (McLaughlin, 2012)—is aligned with the Common Core College and Career Readiness Anchor Standards for Reading, Writing, Speaking and Listening, and Language. Key features of these standards include the following:

- Reading: Text complexity and the growth of comprehension
- Writing: Text types, responding to reading, and research
- Speaking and Listening: Flexible communication and collaboration
- Language: Conventions, effective use, and vocabulary

The Common Core State Standards addressed in this theme follow. These standards are directly related to the College and Career Readiness Anchor Standards for Reading, Writing, Speaking and Listening, and Language.

(For a complete listing of the Common Core State Standards for English Language Arts, see [www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf).)

## College and Career Readiness Standards for Reading

The categories of the College and Career Readiness Anchor Standards for Reading featured in these lessons include the following:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

### **Key Ideas and Details**

Examples of CCSS for Reading that support the anchor standards in this category include the following:

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- 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).

### **Craft and Structure**

Examples of CCSS for Reading that support the anchor standards in this category include the following:

- Read with sufficient accuracy and fluency to support comprehension.
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a topic or subject area.
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- 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.
- Describe how a narrator's or speaker's point of view influences how events are described.

### **Integration of Knowledge and Ideas**

Examples of CCSS for Reading that support the anchor standards in this category include the following:

- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

### **Range of Reading and Level of Text Complexity**

Examples of CCSS for Reading that support the anchor standards in this category include the following:

- By the end of the year, read and comprehend informational texts at the high end of the grade-level text complexity band independently and proficiently.
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grade-level text complexity band independently and proficiently.

### **College and Career Readiness Standards for Writing**

The categories of the College and Career Readiness Anchor Standards for Writing featured in these lessons include the following:

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

### **Text Types and Purposes**

Examples of CCSS for Writing that support the anchor standards in this category include the following:

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### **Production and Distribution of Writing**

Examples of CCSS for Writing that support the anchor standards in this category include the following:

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

### **Research to Build and Present Knowledge**

Examples of CCSS for Writing that support the anchor standards in this category include the following:

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation

### **Range of Writing**

Examples of CCSS for Writing that support the anchor standards in this category include the following:

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **College and Career Readiness Anchor Standards for Speaking and Listening**

The categories of the College and Career Readiness Anchor Standards for Speaking and Listening featured in these lessons include the following:

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

### **Comprehension and Collaboration**

Examples of CCSS for Speaking and Listening that support the anchor standards in this category include the following:

- Engage effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on grade-appropriate topics and texts, building on others' ideas and expressing their own clearly.

### **Presentation of Knowledge and Ideas**

Examples of CCSS for Speaking and Listening that support the anchor standards in this category include the following:

- 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.
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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## **College and Career Readiness Anchor Standards for Language**

The categories of the College and Career Readiness Anchor Standards for Language featured in these lessons include the following:

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

### **Conventions of Standard English**

Examples of CCSS for Language that support the anchor standards in this category include the following:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## **Knowledge of Language**

Examples of CCSS for Language that support the anchor standards in this category include the following:

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## **Vocabulary Acquisition and Use**

Examples of CCSS for Language that support the anchor standards in this category include the following:

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.

For a complete listing of the Common Core State Standards for English Language Arts, please see [www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf). When reading this CCSS document, please remember to begin with the foundation: the College and Career Readiness Standards. Please also remember to use the Appendixes to facilitate your theme and lesson planning. You will find them to be valuable assets.

## **Resources**

Common Core State Standards Initiative. (2010). Common Core State Standards for English language arts & literacy in history/social studies, science, and technical subjects. Washington, DC: National Governors Association Center for Best Practices and the Council of Chief State School Officers. Retrieved April 15, 2012, from [www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

McLaughlin, M. (2010). *Guided Comprehension in the Primary Grades* (2<sup>nd</sup> ed.). Newark, DE: International Reading Association.

McLaughlin, M. (2012). *Guided Comprehension for English Language Learners*. Newark, DE: International Reading Association.

McLaughlin, M., & Allen, M.B. (2009). *Guided Comprehension in Grades 3–8* (combined 2<sup>nd</sup> ed.). Newark, DE: International Reading Association.