



Alignment to
The Common Core State Standards Initiative
College and Career Readiness Anchor Standards



Section I: Alignment to the College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

Anchor Standard 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.

The Reading Wings 4th Edition curriculum focuses on student comprehension of a variety of texts, from basic information and details, to using the information gathered and background knowledge to formulate conclusions from and opinions on the text. Specific parts of daily lesson plans that call for students to process information for complete comprehension include:

- Team Talk question – Students discuss multiple comprehension questions and write the answer to one. Anticipated responses call for students to provide textual support of their answers to receive maximum points.
- Team and Class Discussions – Students process their comprehension by discussing strategy use, answers to their written Team Talk question, and connecting other ideas from the text.
- Student Test – Students individually answer, and then discuss in teams, the answers to multiple comprehension questions, with specific focus on providing supported answers to a question based on a targeted comprehension skill.
- Adventures in Writing – This writing activity is based on the student reading and requires them to further their comprehension through a written project.

Related targeted skills: Drawing conclusions.

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

Students utilize graphic organizers throughout Reading Wings 4th Edition to determine and organize ideas within a text.

- Narrative lessons are based on the use of a story map, which requires students to determine characters, setting, problem, events, and solution in the story. Students use this visual aid to aid comprehension and keep central ideas in mind as they proceed with lesson activities, such as comprehension questions. They also use the organizer to summarize the solution to the main problem in the story.
- Expository lessons utilize one of a variety of graphic organizers based on individual text structures (e.g., idea tree, T-chart, Venn diagram, sequence chain). Each of these organizers helps students visual the central concepts of nonfiction pieces and determine which supporting details relate to the main ideas. In addition, the expository process incorporated in Reading Wings 4th Edition calls for students to create a summary of the text during each cycle.
- Summarizing is addressed through comprehension-monitoring strategy lessons called The Savvy Reader. Through these lessons, students learn the basic tenants of summarizing by choosing main or central ideas and supporting details, while eliminating less important details.

Related targeted skills: Main idea; Theme; Summarizing

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

Targeted skill instruction throughout the Reading Wings 4th Edition curriculum asks students to make connections between ideas to better their comprehension.

- Narrative lessons teach students to analyze characters and how they change over the course of a story in relation to the main problem and its solution. In addition, students must analyze story events to understand their relevance to the main problem, and their effect on the characters. This process helps students draw appropriate conclusions from the story, and better understand the resolution of the story problem and character dilemmas.
- Expository lessons teach students to identify main ideas and supporting details such that they can understand the interaction between the two and draw appropriate conclusions. This helps students better comprehension of the big topic of texts and gain greater understand of how the topic relates to the world around them. By the end of an expository lesson, students understand a full picture of the topic and can relate it to their world.
- Predicting and Questioning are addressed through comprehension-monitoring strategy lessons called The Savvy Reader. Through these lessons, students learn to engage with stories and texts. Through analysis of what they read, they learn to predict what will come next and assess whether their expectations are correct. They also learn to deepen their understanding of characters, plots, and topics by questioning information to ensure understanding and gain deepen knowledge.

Related targeted skills: Cause and effect; Compare and contrast; Problem and solution; Sequencing; Story structure; Characterization; Mood; Plot; Setting; Theme; Predicting; Questioning.

Craft and Structure

Anchor Standard 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.

Initial instruction in the Reading Wings 4th Edition curriculum targets clarifying, a core comprehension-monitoring strategy taught through The Savvy Reader lessons. The clarifying strategy gives students the basic knowledge that they should stop when they do not understand something they have read, and try to clarify it. Clarifying instruction begins at the word-level then progresses to sentence, paragraph, and whole-text comprehension. In addition, vocabulary instruction provides students with know-how in building meaning words, as well as word-study skills.

- Through the use of a clarifying strategy reference card, students learn strategies to aid in comprehension. They learn to blend, chunk, look for base words, or reread to clarify at the word level. They also learn to use context clues, reread, read on, use background knowledge, and make mind movies to clarify beyond words. These strategies are used by students, and monitored through the curriculum as students clarify when reading all texts, not just those that are part of The Savvy Reader lessons.
- Vocabulary and Word Power instruction helps students identify, read, and understand words from the student text both literally and conceptually. Word Power lessons additionally provide instruction in word-study skills (e.g., base word plus ending; abbreviations; Greek and Latin roots).
- Students learn more about the use of words in author's craft targeted skill lessons such as figurative language and literary technique instruction. In these more advanced lessons, students learn the impact that words and phrases have on author's purpose and tone. They learn that sometimes words must be interpreted, not just read in the literal sense. These skills help students gain a greater appreciation for written works and learn how words impact a text as a whole.

Related targeted skills: Clarifying; Figurative language; Literary techniques.

Anchor Standard 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.

Specific targeted skills in the Reading Wings 4th Edition curriculum address the idea of text structures in Targeted Treasure Hunts.

- In narrative lessons, Story structure, Author’s purpose, and Genre structure lessons develop students’ senses of texts as a whole. These skills give the students the purpose of comprehending texts as whole works rather than isolated passages. Story structure lessons instruct students that, in general, narrative works follow similar form with characters, settings, problem, main events, and solution. They not only helps students know what to expect from a particular story, but also see how this story relates to previous works they have read. Author’s purpose lessons help students understand what the author wants them to gain from reading the story, in order to expand their comprehension beyond story details. Finally, Genre structure lessons give students a better understanding of literature in general and how stories fall in to specific categories. This knowledge and identifying genres before reading, gives students background necessary to anticipate and better comprehend what they will read.
- In expository lessons, Text features and Text structure lessons help students grapple with nonfiction texts and help them anticipate what they will read about and how it is organized. Text feature lessons show students not to overlook any of the additional information included in these features that add to their understanding of the big topic and the text as a whole. Text structure lessons help students categorize a nonfiction text using an understanding of expository texts in general. This helps students anticipate and better comprehend what they will read.

Related targeted skills: Story structure; Author’s Purpose; Genre structure; Text features; Text structure.

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

Specific targeted skills in the Reading Wings 4th Edition curriculum address the idea of character and author point of view, in addition to author’s purpose.

- In narrative lessons, students learn the difference between author’s voice and character(s) point of view. While specific advanced lessons may target point of view as a skill, more often students are exposed and learn about varying points of view in characterization lessons. These lessons help students understand how authors develop each character and how different characters have different opinions and will react differently to scenarios they encounter. Understanding character point of view helps students better comprehend the text as a whole, and allows them to anticipate character reactions.
- In expository lessons, students identify the big topic, which helps them understand the author’s purpose. In fact and opinion lessons, the students learn to distinguish between subjective information, which helps them identify the author’s point of view on a subject, in addition to the author’s purpose for writing the text, and why s/he wrote it in the manner or format that it exists.

Related targeted skills: Author’s purpose; Characterization; Point of view; Main idea; Fact and opinion.

Integration of Knowledge and Ideas

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

Reading Wings 4th Edition lessons encourage students to utilize all aspects of a story or text, in addition to supporting media, to aid in comprehension.

- In narrative lessons, teachers model and students learn to evaluate illustrations in order to aid in their comprehension of a story.
- In expository lessons, teachers model and students learn to include analysis of text features in their comprehension of the text.
- Background videos help students conceptualize the topic of a story or text, and help them create questions that may be answered in anticipation of reading.
- Student process videos ask students to analyze what they see student teams doing in a video, and then ask students to evaluate those students, and utilize the explained process in their own student work.
- Fluency videos ask students to evaluate videos of students demonstrating fluency, or lack thereof, and assign an appropriate score.
- Strategy videos ask students to engage with core comprehension-monitoring strategies, and build excitement about using the strategy to aid in their own reading.
- Active instruction of targeted skills is also available for presentation on interactive whiteboards, which helps students visualize skill use, in addition to showing graphic organizers and other student tasks in a visual way for better comprehension.

Related targeted skills: Text features

Anchor Standard 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.

All targeted skills in Reading Wings 4th Edition lessons ask students to grapple with information by evaluating it and seeing how it relates to the text as a whole, and well as providing evidence for their thinking. Students engage in this process at different levels throughout the curriculum. Introduction and Definition lessons, as well as Prompt and Reinforce lessons, set the stage for this process and build students understanding of the purpose of reading and evaluating such that they can independently evaluate stories and texts by later grades in Independent Use lessons.

Related targeted skills: Author's purpose; Compare and contrast; Cause and effect; Drawing conclusions; Fact and opinion; Main idea; Sequencing.

Anchor Standard 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.

Specific lessons in the Reading Wings 4th Edition curriculum ask students to compare texts in one of several ways:

- Narrative to narrative: For example, compare plots or outcomes across two stories.
- Expository to expository: For example, comparing the text structures or two texts by the same author.
- Narrative to expository: For example, how does understanding an expository topic help the reader understand the plot of a story.
- Narrative or expository to poetry or functional text: For example, how do these two forms of text complement each other and increase comprehension of both.

Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

Reading Wings 4th Edition curriculum is based on a progression of each targeted skill through three levels of instruction with the purpose of releasing responsibility of skill usage to the student. Skill instruction takes place during Activity Instruction and is labeled according to its level of instruction. During each type, students gain comprehension through varying levels of support from the teacher until they can comprehend sophisticated texts independently. In addition, as grade level increases, the amount of teacher support decreases. The three levels of skill instruction are:

- **Introduction and Definition:** These lessons integrate teacher modeling of targeted skills through Think Alouds in order to help students relate to the skill and its usage in reading and beyond. This level emphasizes the signal words for each skill which will help students understand when to use the skill and better answer comprehension questions. Introduction and Definition lessons are most prominent at lower grade levels, but still occur for more advanced comprehension and author's craft skills at higher grade levels.
- **Prompt and Reinforce:** This level of skill instruction assumes student basic understanding of what the skill is, and its signal words. These lessons appear after the initial introduction and definition lesson of a particular skill. The teacher provides initial modeling with the intent to promote students to engage in the skill use. Teachers are instructed to engage students through cooperative learning techniques such that they share their comprehension to demonstrate skill use. Teachers reinforce successful demonstration of skill use to build student's confidence and ready them for independent skill use.
- **Independent Use:** These lessons begin at level four, and increase with each grade level for basic and advanced skills. They assume students have mastered skill use with teacher support, and can follow the basic structure of skill use on their own as they read and comprehend increasingly sophisticated texts.