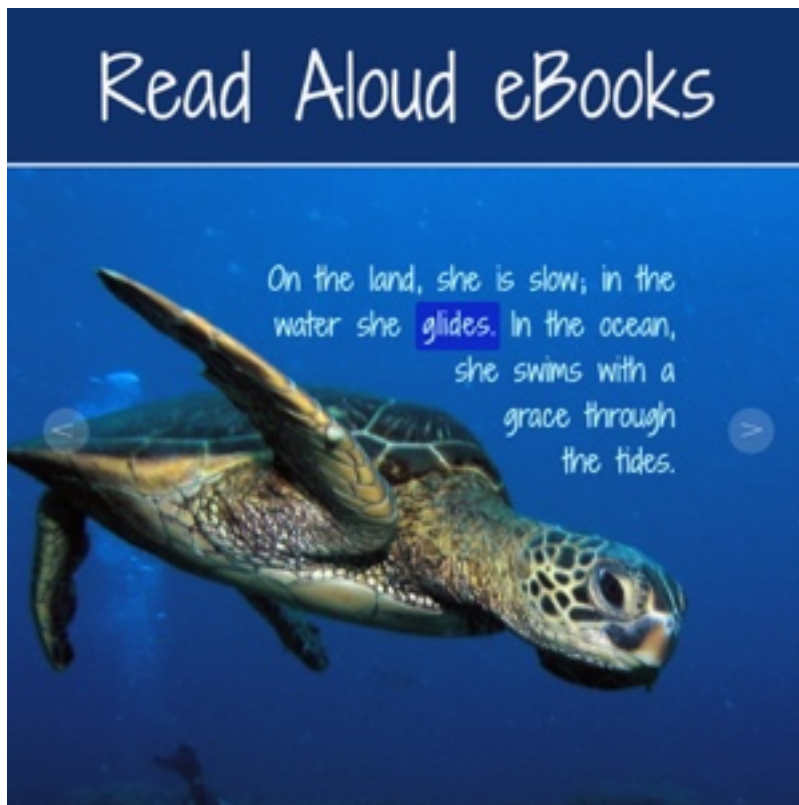


**Mapping for Common Core Standards**  
***Read Aloud eBooks***  
***with Adaptive Assessment***



**Table of Contents**

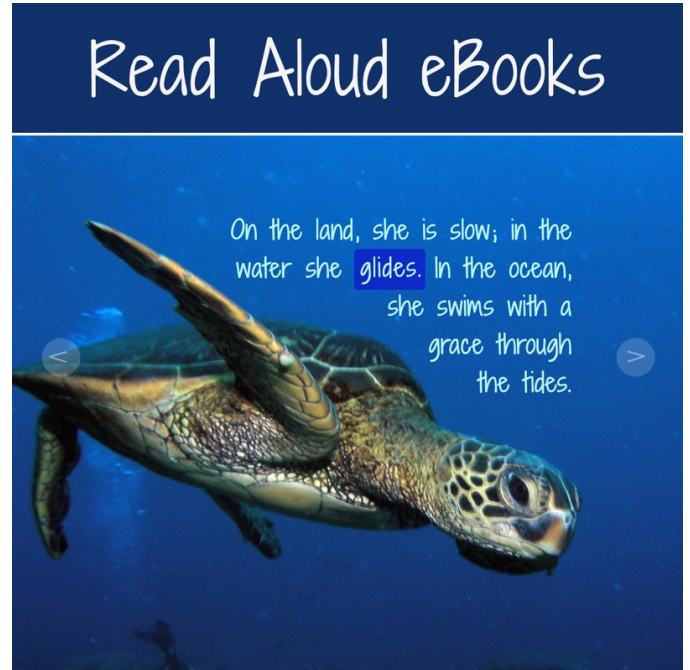
|                        |          |
|------------------------|----------|
| Title page.....        | Page 1   |
| Table of Contents..... | Page 2   |
| Introduction.....      | Page 3   |
| Kindergarten.....      | Page 4   |
| Grade 1.....           | Pages 8  |
| Grade 2.....           | Pages 12 |
| Grade 3.....           | Pages 15 |
| Grade 4.....           | Pages 19 |
| Grade 5.....           | Pages 23 |

## Mapping for Common Core Standards

### ***Read Aloud eBooks with Adaptive Assessment***

#### **Read Aloud eBooks with:**

- Poems written in the same meter as ***The Cat in the Hat***
- Rhymes reinforcing different vowel sounds in English
- Word highlighting in sync with audio tracks



#### **Measure learning with adaptive assessment for:**

- Reading comprehension
- Rhymes
- Syllables & stress in words
- Vocabulary & meaning



## Common Core - English Language Arts Standards

### Reading: Foundational Skills - Kindergarten

Note: Kindergarten teachers can use the Read aloud eBooks with kindergarten classes for story time, expanding the activity to include the adaptive assessment questions by reading them aloud to students. The teacher's guide has multiple ideas for warm-up and expansion activities.

#### Print Concepts:

The Read Aloud eBook Format of left to right highlighting & audio track for voice overs, reinforce the concepts below in a very interactive way.

#### [CCSS.ELA-Literacy.RF.K.1](#)

Demonstrate understanding of the organization and basic features of print.

##### [CCSS.ELA-Literacy.RF.K.1.a](#)

Follow words from left to right, top to bottom, and page by page.

##### [CCSS.ELA-Literacy.RF.K.1.b](#)

Recognize that spoken words are represented in written language by specific sequences of letters.

##### [CCSS.ELA-Literacy.RF.K.1.c](#)

Understand that words are separated by spaces in print.

#### Phonological Awareness:

See multiple choice questions on syllables & rhymes. See Teacher's Guide for background on defining/demonstrating syllables and stress in words.

#### [CCSS.ELA-Literacy.RF.K.2](#)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

##### [CCSS.ELA-Literacy.RF.K.2.a](#)

Recognize and produce rhyming words.

##### [CCSS.ELA-Literacy.RF.K.2.b](#)

Count, pronounce, blend, and segment syllables in spoken words.

**Fluency:**

See multiple choice questions on reading comprehension and vocabulary & meaning.

[CCSS.ELA-Literacy.RF.K.4](#)

Read emergent-reader texts with purpose and understanding.

**English Language Arts Standards****Reading: Literature - Kindergarten****Key Ideas and Details:**

See multiple choice questions on reading comprehension & supplemental Activities in the Teacher's Guide.

[CCSS.ELA-Literacy.RL.K.1](#)

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

[CCSS.ELA-Literacy.RL.K.2](#)

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

[CCSS.ELA-Literacy.RL.K.3](#)

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

**Craft and Structure:**

See multiple choice questions on vocabulary & meaning & Teacher's Guide on poetry.

[CCSS.ELA-Literacy.RL.K.4](#)

Ask and answer questions about unknown words in a text.

[CCSS.ELA-Literacy.RL.K.5](#)

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

**Integration of Knowledge and Ideas:**

See supplemental activities in the Teacher's Guide.

[CCSS.ELA-Literacy.RL.K.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).

## **English Language Arts Standards**

### **Reading: Informational Text\* – Kindergarten**

\*Note that the Read Aloud Series blends poetry and non-fiction by incorporating natural science facts about the animals and their environments in the poems.

#### **Key Ideas and Details:**

See multiple choice questions on reading comprehension & supplemental activities in the Teacher’s Guide.

#### [CCSS.ELA-Literacy.RI.K.1](#)

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

#### [CCSS.ELA-Literacy.RI.K.2](#)

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

#### [CCSS.ELA-Literacy.RI.K.3](#)

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

#### **Craft and Structure:**

See multiple choice questions on vocabulary and meaning.

#### [CCSS.ELA-Literacy.RI.K.4](#)

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

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

See Supplemental Activities in the Teacher’s Guide.

#### [CCSS.ELA-Literacy.RI.K.7](#)

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

#### **Range of Reading and Level of Text complexity:**

See warm-up and supplemental activities in the Teacher’s Guide.

[CCSS.ELA-Literacy.RI.K.10](#)

Actively engage in group reading activities with purpose and understanding

**English Language Arts Standards****Speaking & Listening – Kindergarten:****Comprehension and Collaboration:**

See multiple choice questions for reading comprehension & supplemental activities in the Teacher's Guide.

[CCSS.ELA-Literacy.SL.K.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.

## English Language Arts Standards

### Reading: Foundational Skills – Grade 1

#### Phonics and Word Recognition:

See multiple choice questions on syllables & rhymes. See Teacher’s Guide for background on defining/demonstrating syllables in words.

##### [CCSS.ELA-Literacy.RF.1.3.d](#)

Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

##### [CCSS.ELA-Literacy.RF.1.3.e](#)

Decode two-syllable words following basic patterns by breaking the words into syllables.

#### Fluency:

The audio for each poem provides a model for reading text orally with appropriate rate & expression. See warm-up questions in Teacher’s Guide, which prepare students for the reading. See multiple choice questions on vocabulary and meaning for word recognition & understanding.

##### [CCSS.ELA-Literacy.RF.1.4](#)

Read with sufficient accuracy and fluency to support comprehension.

##### [CCSS.ELA-Literacy.RF.1.4.A](#)

Read grade-level text with purpose and understanding.

##### [CCSS.ELA-Literacy.RF.1.4.B](#)

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

##### [CCSS.ELA-Literacy.RF.1.4.C](#)

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## English Language Arts Standards

### Reading: Literature – Grade 1



**Key Ideas and Details:**

See multiple choice questions on reading comprehension & supplemental Activities in the Teacher's Guide.

[CCSS.ELA-Literacy.RL.1.1](#)

Ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RL.1.2](#)

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-Literacy.RL.1.3](#)

Describe characters, settings, and major events in a story, using key details.

**Craft and Structure**

See multiple choice questions on vocabulary and meaning.

[CCSS.ELA-Literacy.RL.1.4](#)

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**Integration of Knowledge and Ideas**

See Supplemental Activities in the Teacher's Guide.

[CCSS.ELA-Literacy.RL.1.7](#)

Use illustrations and details in a story to describe its characters, setting, or events. Actively engage in group reading activities with purpose and understanding.

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

See poems & prose in multiple choice questions.

[CCSS.ELA-Literacy.RL.1.10](#)

With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**English Language Arts Standards****Reading: Informational Text\***

\*Note that the Read Aloud Series blends poetry and non-fiction by incorporating natural science facts about the animals and their environments in the poems.

### **Key Ideas and Details:**

See multiple choice questions on reading comprehension & supplemental Activities in the Teacher's Guide.

#### [CCSS.ELA-Literacy.RI.1.1](#)

Ask and answer questions about key details in a text.

#### [CCSS.ELA-Literacy.RI.1.2](#)

Identify the main topic and retell key details of a text.

#### [CCSS.ELA-Literacy.RI.1.3](#)

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

### **Craft and Structure:**

See multiple choice questions on vocabulary and meaning. See electronic menu & graphic icons for each section for navigation. See supplemental activities in the Teacher's Guide.

#### [CCSS.ELA-Literacy.RI.1.4](#)

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

#### [CCSS.ELA-Literacy.RI.1.5](#)

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

#### [CCSS.ELA-Literacy.RI.1.6](#)

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

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

See Supplemental Activities in the Teacher's Guide.

#### [CCSS.ELA-Literacy.RI.1.7](#)

Use the illustrations and details in a text to describe its key ideas.

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

See poems integrating natural science facts & prose in multiple choice questions.

[CCSS.ELA-Literacy.RI.1.10](#)

With prompting and support, read informational texts appropriately complex for grade 1.

**English Language Arts Standards****Speaking and Listening - Grade 1****Comprehension and Collaboration:**

See multiple choice questions for reading comprehension.

[CCSS.ELA-Literacy.SL.1.2](#)

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**Presentation of Knowledge and Ideas:**

See supplemental Activities in the Teacher's Guide.

[CCSS.ELA-Literacy.SL.1.5](#)

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

## English Language Arts Standards

### Reading: Foundational Skills - Grade 2

#### Fluency:

The audio for each poem provides a model for reading text orally with appropriate rate & expression. See warm-up questions in Teacher’s Guide, which prepare students for the reading. See multiple choice questions on vocabulary and meaning for word recognition & understanding.

#### [CCSS.ELA-Literacy.RF.2.4](#)

Read with sufficient accuracy and fluency to support comprehension.

##### [CCSS.ELA-Literacy.RF.2.4.a](#)

Read grade-level text with purpose and understanding.

##### [CCSS.ELA-Literacy.RF.2.4.b](#)

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

##### [CCSS.ELA-Literacy.RF.2.4.c](#)

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## English Language Arts Standards

### Reading: Literature - Grade 2

#### Key Ideas and Details:

See multiple choice questions on reading comprehension.

#### [CCSS.ELA-Literacy.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.

#### Craft and Structure:

See Teacher’s Guide for background on defining/demonstrating rhymes, syllables, stress in words, and finally meter/rhythm in the poem.

#### [CCSS.ELA-Literacy.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.

#### Integration of Knowledge and Ideas:

See Supplemental Activities in the Teacher’s Guide.

[CCSS.ELA-Literacy.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.

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

See poems integrating natural science facts & prose in multiple choice questions.

[CCSS.ELA-Literacy.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.

**English Language Arts Standards****Reading: Informational Text\* - Grade 2**

\*Note that the Read Aloud Series blends poetry and non-fiction by incorporating natural science facts about the animals and their environments in the poems.

**Key Ideas and Details:**

See multiple choice questions on reading comprehension.

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.RI.2.2](#)

Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

**Craft and Structure:**

See multiple choice questions on vocabulary and meaning. See electronic menu & graphic icons for each section for navigation. See supplemental activities in the Teacher's Guide.

[CCSS.ELA-Literacy.RI.2.4](#)

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

[CCSS.ELA-Literacy.RI.2.5](#)

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

[CCSS.ELA-Literacy.RI.2.6](#)

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**English Language Arts Standards****Speaking & Listening - Grade 2**

|   |
|---|
| See supplemental activities in the Teacher's Guide. |
|---|

[CCSS.ELA-Literacy.SL.2.2](#)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**Presentation of Knowledge and Ideas:**

|   |
|---|
| See supplemental activities in the Teacher's Guide. |
|---|

[CCSS.ELA-Literacy.SL.2.5](#)

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

## English Language Arts Standards

### Reading: Foundational Skills - Grade 3

#### Fluency:

See warm-up questions in Teacher's Guide, which prepare students for the reading. The audio for each poem provides a model for reading text orally with appropriate rate, expression and clear pronunciation. See multiple choice questions on vocabulary and meaning

#### [CCSS.ELA-Literacy.RF.3.4](#)

Read with sufficient accuracy and fluency to support comprehension.

##### [CCSS.ELA-Literacy.RF.3.4.a](#)

Read grade-level text with purpose and understanding.

##### [CCSS.ELA-Literacy.RF.3.4.b](#)

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

##### [CCSS.ELA-Literacy.RF.3.4.c](#)

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## English Language Arts Standards

### Reading: Literature - Grade 3

(See multiple choice questions & Teacher's guide)

#### Key Ideas and Details:

See multiple choice questions on reading comprehension.

##### [CCSS.ELA-Literacy.RL.3.1](#)

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

#### Craft and Structure:

See multiple choice questions on vocabulary and meaning. The graphic links for each 4 lines of the poem guides students in referring to stanzas.

[CCSS.ELA-Literacy.RL.3.4](#)

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

[CCSS.ELA-Literacy.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.

**Integration of Knowledge and Ideas:**

|   |
|---|
| See Supplemental Activities in the Teacher's Guide. |
|---|

[CCSS.ELA-Literacy.RL.3.7](#)

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

**Range of Reading and Level of Text Comprehension**

|   |
|---|
| See multiple choice questions on reading comprehension, and vocabulary & meaning. |
|---|

[CCSS.ELA-Literacy.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.

**English Language Arts Standards - Reading****Informational Text - Grade 3****Key Ideas and details:**

\*Note that the Read Aloud Series blends poetry and non-fiction by incorporating natural science facts about the animals and their environments in the poems.

|   |
|---|
| See multiple choice questions for reading comprehension |
|---|

[CCSS.ELA-Literacy.RI.3.1](#)

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[CCSS.ELA-Literacy.RI.3.2](#)

Determine the main idea of a text; recount the key details and explain how they support the main idea.



**Craft and Structure:**

See multiple choice questions for vocabulary and meaning.

[CCSS.ELA-Literacy.RI.3.4](#)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**Integration of Knowledge and Ideas**

See Supplemental Activities in the Teacher's Guide.

[CCSS.ELA-Literacy.RI.3.7](#)

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

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

See multiple choice questions on reading comprehension, and vocabulary & meaning.

[CCSS.ELA-Literacy.RI.3.10](#)

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

**English Language Arts Standards****Speaking and Listening - Grade 3****Comprehension and Collaboration:**

See multiple choice questions on reading comprehension.

[CCSS.ELA-Literacy.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.

**Presentation of Knowledge and Ideas:**

See supplemental activities in the Teacher's Guide.

[CCSS.ELA-Literacy.SL.3.5](#)

Create engaging audio recordings of stories or poems that demonstrate fluid

reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

## English Language Arts Standards

### Reading: Foundational Skills - Grade 4

#### Phonics and Word Recognition:

See definition/demonstration of rhymes and syllables in the Teacher's Guide.

#### [CCSS.ELA-Literacy.RF.4.3.a](#)

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

#### Fluency:

See warm-up questions in Teacher's Guide, which prepare students for the reading. The audio for each poem provides a model for reading text orally with appropriate rate, expression and clear pronunciation. See multiple choice questions on vocabulary and meaning.

#### [CCSS.ELA-Literacy.RF.4.4](#)

Read with sufficient accuracy and fluency to support comprehension.

#### [CCSS.ELA-Literacy.RF.4.4.a](#)

Read grade-level text with purpose and understanding.

#### [CCSS.ELA-Literacy.RF.4.4.b](#)

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

#### [CCSS.ELA-Literacy.RF.4.4.c](#)

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## English Language Arts Standards

### Reading: Literature - Grade 4

#### Key Ideas and Details:

See multiple choice questions on reading comprehension.

#### [CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.RL.4.2](#)

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**Craft and Structure:**

See multiple choice questions on vocabulary and meaning. See Teacher's Guide on rhyme, meter, and rhythm.

[CCSS.ELA-Literacy.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).

[CCSS.ELA-Literacy.RL.4.5](#)

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

**Integration of Knowledge and Ideas:**

See Supplemental Activities in the Teacher's Guide.

[CCSS.ELA-Literacy.RL.4.7](#)

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.

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

See multiple choice questions on reading comprehension, and vocabulary & meaning.

[CCSS.ELA-Literacy.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.

**English Language Arts Standards – Reading: Informational Text – Grade 4****Key Ideas and Details:**

\*Note that the Read Aloud Series blends poetry and non-fiction by incorporating natural science facts about the animals and their environments in the poems.

See multiple choice questions for reading comprehension.

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.RI.4.2](#)

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**Craft and Structure:**

See multiple choice questions for vocabulary & meaning.

[CCSS.ELA-Literacy.RI.4.4](#)

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**Integration of Knowledge and Ideas:**

See Supplemental Activities in the Teacher’s Guide.

[CCSS.ELA-Literacy.RI.4.7](#)

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

[CCSS.ELA-Literacy.RI.4.8](#)

Explain how an author uses reasons and evidence to support particular points in a text.

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

See multiple choice questions for reading comprehension and vocabulary & meaning.

[CCSS.ELA-Literacy.RI.4.10](#)

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**English Language Arts Standards – Speaking & Listening – Grade 4****Comprehension and Collaboration:**

|   |
|---|
| See Supplemental Activities in the Teacher’s Guide. |
|---|

[CCSS.ELA-Literacy.SL.4.2](#)

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Presentation of Knowledge and Ideas: (See Teacher’s Guide)**[CCSS.ELA-Literacy.SL.4.5](#)

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

## English Language Arts Standards

### Reading: Foundational Skills - Grade 5

#### Phonics and Word Recognition:

See definition/demonstration of rhymes and syllables in the Teacher's Guide.

#### [CCSS.ELA-Literacy.RF.5.3](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

#### [CCSS.ELA-Literacy.RF.5.3.a](#)

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

#### Fluency:

See warm-up questions in Teacher's Guide, which prepare students for the reading. The audio for each poem provides a model for reading text orally with appropriate rate & expression. See multiple choice questions on vocabulary and meaning for word recognition & understanding.

#### [CCSS.ELA-Literacy.RF.5.4](#)

Read with sufficient accuracy and fluency to support comprehension.

#### [CCSS.ELA-Literacy.RF.5.4.a](#)

Read grade-level text with purpose and understanding.

#### [CCSS.ELA-Literacy.RF.5.4.b](#)

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

#### [CCSS.ELA-Literacy.RF.5.4.c](#)

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## English Language Arts Standards –

### Reading: Literature - Grade 5

#### Key Ideas and Details:

See multiple choice questions on reading comprehension.

[CCSS.ELA-Literacy.RL.5.1](#)

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-Literacy.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.

**Craft and Structure:**

See multiple choice questions on vocabulary and meaning.

[CCSS.ELA-Literacy.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.

**Integration of Knowledge and Ideas:**

See Supplemental activities in the Teacher's Guide.

[CCSS.ELA-Literacy.RL.5.7](#)

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

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

See multiple choice questions for reading comprehension and vocabulary & meaning.

[CCSS.ELA-Literacy.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 proficiently.

**English Language Arts Standards – Reading:****Informational Text – Grade 5**

\*Note that the Read Aloud Series blends poetry and non-fiction by incorporating natural science facts about the animals and their environments in the poems.

See multiple choice questions for reading comprehension.



**Key Ideas and Details:**[CCSS.ELA-Literacy.RI.5.2](#)

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**Craft and Structure:**

See multiple choice questions for vocabulary & meaning.

[CCSS.ELA-Literacy.RI.5.4](#)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

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

See multiple choice questions for reading comprehension and vocabulary & meaning.

[CCSS.ELA-Literacy.RI.5.10](#)

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band proficiently.

**English Language Arts Standards – Speaking & Listening – Grade 5****Comprehension and Collaboration:**

See Supplemental Activities in the Teacher’s Guide.

[CCSS.ELA-Literacy.SL.5.2](#)

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.