# Common Core State Standards for English and Language Arts relevant to STI Pathway 1: Stories and Histories of our Place

### Kindergarten

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

RL-K.2: With prompting and support, identify characters, settings, and major events in a story.

RL-K.5: Recognize common types of texts (e.g., storybooks, poems)

RI--K.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).

SL-K-1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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

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

SL-K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

### First Grade

RL-1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL-1.3: Describe characters, settings, and major events in a story, using key details.

RL-1.9: Compare and contrast the adventures and experiences of characters in stories.

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

SL-1.1: Ask questions to clear up any confusion about the topics and texts under discussion.

SL-1.2: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL-1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL-1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

L-1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances I word meanings.

Second Grade

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.

RL-2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL-2.3: Describe how characters in a story respond to major events and challenges.

RL-2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL-2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL-2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

W-2.5:With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed by revising and editing.

SL-2.1:Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL-2.2:Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL-2.6:Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

L-2.1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L-2.2:Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L-2.3:Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L-2.5:Demonstrate understanding of word relationships and nuances in word meanings.

### Third Grade

RL-3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL-3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

RL-3.6:Distinguish their own point of view from that of the narrator or those of the characters.

RL-3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

W-3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W-3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language

W-3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W-3.10: 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.

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.

SL-3.3:Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

L-3.1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L-3.2:Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L-3.3:Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L-3.5: Demonstrate understanding of word relationships and nuances in word meanings.

L-3.6:Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

KEY:

RL: English Language Arts Standards­Reading: Literature

SL: English Language Arts Standards­Speaking and Listening

RI: English Language Arts Standards­Reading: Informational

L: Language

W: Writing

[English Language Arts Standards:](http://www.corestandards.org/ELA-Literacy/)

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