

APPRENTICE SHOP BOOKS, LLC

Correlation of the ELA Common Core State Standards

To America's Notable Women Series

2/1/2011

Correlation of the ELA Common Core State Standards to *America's Notable Women Series*

Reading Anchor Standards, Grade 5

| ELA Common Core State Standards | <i>America's Notable Women Series</i> | | | | | | <i>America's Notable Women Activity Booklet</i> | ASB History Calendar |
|--|---------------------------------------|---------------------------------------|---------------------------------------|------------------------------|--|--|---|----------------------|
| | <i>Women of the Bay State (MA)</i> | <i>Women of the Empire State (NY)</i> | <i>Women of the Golden State (CA)</i> | <i>Women of Granite (NH)</i> | <i>Women of the Lone Star State (TX)</i> | <i>Women of the Prairie State (IL)</i> | | |
| Key Ideas and Details 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. | x | x | x | x | x | x | x | Feb |
| 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | x | x | x | x | x | x | | March |
| Craft and Structure 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. | x | x | x | x | x | x | | August |
| 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. | x | x | x | x | x | x | | April |

Correlation of the ELA Common Core State Standards to *America's Notable Women Series* (continued)

Reading Anchor Standards, Grade 5 (continued)

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|---|---|---|---|---|---|---|--|-----------|
| <p>Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including quantitatively, as well as in words.</p> | x | x | x | x | x | x | | September |
| <p>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.</p> | x | x | x | x | x | x | | April |
| <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> | x | x | x | x | x | x | | |

Correlation of the ELA Common Core State Standards to *America's Notable Women Series* (continued)

Reading Informational Texts Standards, Grade 5

| ELA Common Core State Standards | America's Notable Women Series | | | | | | America's Notable Women Activity Booklet | ASB History Calendar |
|--|--------------------------------|--------------------------------|--------------------------------|-----------------------|-----------------------------------|---------------------------------|--|----------------------|
| | Women of the Bay State (MA) | Women of the Empire State (NY) | Women of the Golden State (CA) | Women of Granite (NH) | Women of the Lone Star State (TX) | Women of the Prairie State (IL) | | |
| Key Ideas and Details 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | x | x | x | x | x | x | | March |
| 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | x | x | x | x | x | x | | March |
| 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | x | x | x | x | x | x | x | February |
| Craft and Structure 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. | x | x | x | x | x | x | | August |
| 5. 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. | x | x | x | x | x | x | | February |
| 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | x | x | x | x | x | x | x | October |

Correlation of the ELA Common Core State Standards to *America’s Notable Women Series* (continued)

Reading Informational Texts Standards, Grade 5 (continued)

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|---|---|---|---|---|---|---|---|---------|
| <p>Integration of Knowledge and Ideas 7. 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.</p> | x | x | x | x | x | x | x | October |
| <p>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> | x | x | x | x | x | x | x | October |
| <p>Range of Reading and Level of Text Complexity 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 4–5 text complexity band independently and proficiently.</p> | x | x | x | x | x | x | x | |

Correlation of the ELA Common Core State Standards to *America's Notable Women Series*

Writing Standards, Grade 5

| ELA Common Core State Standards | America's Notable Women Series | | | | | | America's Notable Women Activity Booklet | ASB History Calendar |
|--|--------------------------------|--------------------------------|--------------------------------|-----------------------|-----------------------------------|---------------------------------|--|---------------------------------|
| | Women of the Bay State (MA) | Women of the Empire State (NY) | Women of the Golden State (CA) | Women of Granite (NH) | Women of the Lone Star State (TX) | Women of the Prairie State (IL) | | |
| Text Types and Purpose | | | | | | | | |
| 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | x | x | x | x | x | x | | February |
| 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | x | x | x | x | x | x | x | Each Month's Suggested Activity |
| 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | x | x | x | x | x | x | x | |
| Production and Distribution of Writing | | | | | | | | |
| 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | x | x | x | x | x | x | x | Each Month's Suggested Activity |
| 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | x | x | x | x | x | x | | March |
| 6. 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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. | x | x | x | x | x | x | x | |

Correlation of the ELA Common Core State Standards to *America's Notable Women Series* (continued)

Writing Standards, Grade 5 (continued)

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|---|---|---|---|---|---|---|---|---------------------------------|
| Research to Build and Present Knowledge 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | x | x | x | x | x | x | x | |
| 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. | x | x | x | x | x | x | x | |
| 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). | x | x | x | x | x | x | x | |
| Range of Writing 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. | x | x | x | x | x | x | x | Each Month's Suggested Activity |

Correlation of ELA Common Core State Standards to *America's Notable Women Series* (continued)

ELA Standards for History/Social Studies, Grades 6-8

| ELA Common Core State Standards | <i>America's Notable Women Series</i> | | | | | | <i>America's Notable Women Activity Booklet</i> | ASB History Calendar |
|---|---------------------------------------|---------------------------------------|---------------------------------------|------------------------------|--|--|---|----------------------|
| | <i>Women of the Bay State</i> (MA) | <i>Women of the Empire State</i> (NY) | <i>Women of the Golden State</i> (CA) | <i>Women of Granite</i> (NH) | <i>Women of the Lone Star State</i> (TX) | <i>Women of the Prairie State</i> (IL) | | |
| Key Ideas and Details 1. Cite specific textual evidence to support analysis of primary and secondary sources. | x | x | x | x | x | x | x | February |
| 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions | x | x | x | x | x | x | x | November |
| 3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). | x | x | x | x | x | | x | May |
| Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. | x | x | x | x | x | x | | August |
| 5. Describe how a text presents information (e.g., sequentially, comparatively, causally). | x | x | x | x | x | x | x | December |

Correlation of ELA Common Core State Standards to *America's Notable Women Series* (continued)

ELA Standards for History/Social Studies, Grades 6-8 (continued)

| | | | | | | | | |
|---|---|---|---|---|---|---|--|-----------|
| <p>Integration of Knowledge and Ideas 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> | x | x | x | x | x | x | | September |
| <p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> | x | x | x | x | x | x | | June |
| <p>Range of Reading and Level of Text Complexity 10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently</p> | x | x | x | x | x | x | | |