

3–6 COMMON CORE STANDARDS

WHAT'S INSIDE:

- 3–6 Grade-Level CCSS Correlations

STEPPING UP TO THE COMMON CORE

Next Step Guided Reading Assessment is an Assess-Decide-Guide system that supports students' growth as readers of increasingly complex texts.



COMMON CORE

STATE STANDARDS

COMMON CORE STATE STANDARDS: GRADE LEVEL ALIGNMENTS

Grade 3

Reading: Foundational Skills	Assessment	Instruction
<p>Phonics and Word Recognition</p> <p>RF3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words. Read grade-appropriate, irregularly spelled words.</p>	<p>Developmental Word Knowledge Inventory (TG pp. 29–35; AFB pp. 15–19)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p>Fluency</p> <p>RF3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
Reading: Informational Text	Assessment	Instruction
<p>Key Ideas and Details</p> <p>RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 20–37)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p>Craft and Structure</p> <p>RI3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI3.6 Distinguish their own point of view from that of the author of a text.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 20–37)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p>Integration of Knowledge and Ideas</p> <p>RI3.7 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).</p> <p>RI3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 20–37)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>

TG: Teaching Guide; AFB: Assessment Forms Book

Reading: Informational Text	Assessment	Instruction
<p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137) Fluent (TG pp. 119–130; p. 144)</p>
Reading: Literature	Assessment	Instruction
<p>Key Ideas and Details</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.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.</p> <p>RI.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</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 20–37)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137) Fluent (TG pp. 119–130; p. 144)</p>
<p>Craft and Structure</p> <p>RI.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RI.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.</p> <p>RI.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 20–37)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137) Fluent (TG pp. 119–130; p. 144)</p>
<p>Range of Reading and Level of Text Complexity</p> <p>RI.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.</p>	<p>Comprehension Assessment (TG pp. 36–41)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137) Fluent (TG pp. 119–130; p. 144)</p>

Grade 4

Reading: Foundational Skills	Assessment	Instruction
<p>Phonics and Word Recognition</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p>	<p>Developmental Word Knowledge Inventory (TG pp. 29–35; AFB pp. 15–19)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137) Fluent (TG pp. 119–130; p. 144)</p>
<p>Fluency</p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137) Fluent (TG pp. 119–130; p. 144)</p>

Reading: Informational Text	Assessment	Instruction
<p>Key Ideas and Details</p> <p>RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p>Craft and Structure</p> <p>RI.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.</p> <p>RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p>Integration of Knowledge and Ideas</p> <p>RI.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.</p> <p>RI.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p>Range of reading and Level of Text Complexity</p> <p>RI.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.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
Reading: Literature	Assessment	Instruction
<p>Key Ideas and Details</p> <p>RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.3 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).</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p>Craft and Structure</p> <p>RL.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).</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>

Grade 5

Reading: Foundational Skills	Assessment	Instruction
<p>Phonics and Word Recognition</p> <p>RF5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Developmental Word Knowledge Inventory (TG pp. 29–35; AFB pp. 15–19)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p>Fluency</p> <p>RF5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
Reading: Informational Text	Assessment	Instruction
<p>Key Ideas and Details</p> <p>RI5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI5.3 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.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 56–73)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p>Craft and Structure</p> <p>RI5.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI5.5 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.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 56–73)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p>Integration of Knowledge and Ideas</p> <p>RI5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 56–73)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p>Range of Reading and Level of Text Complexity</p> <p>RI5.10 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>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 56–73)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>

Reading: Literature	Assessment	Instruction
<p>Key Ideas and Details</p> <p>RL5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL5.2 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.</p> <p>RL5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 56–73)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p>Craft and Structure</p> <p>RL5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors and similes.</p> <p>RL5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 56–73)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p>Range of Reading and Level of text Complexity</p> <p>RL5.10 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 independently and proficiently.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 56–73)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>

Grade 6

Reading: Informational Text	Assessment	Instruction
<p>Key Ideas and Details</p> <p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 74–91)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p>Craft and Structure</p> <p>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 74–91)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p>Range of Reading and Level of Text Complexity</p> <p>RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 74–91)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
Reading: Literature	Assessment	Instruction
<p>Key Ideas and Details</p> <p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 74–91)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p>Craft and Structure</p> <p>RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 74–91)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p>Range of Reading and Level of Text Complexity</p> <p>RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 74–91)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>