

**Appendix A**  
*Curriculum and Common Core  
Standards Alignment*

## Table of Contents

Strand	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
Language Standards	1	15	33	50	66
Reading Standards for Literature	3	18	36	53	69
Reading Standards for Informational Text	6	22	39	57	72
Writing Standards	9	26	43	60	76
Speaking and Listening Standards	11	28	45	63	79
Reading Standards: Foundational Skills	13	30	47	65	81
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	n/a	n/a	n/a	n/a	n/a
Reading Standards for Literacy in History/Social Studies	n/a	n/a	n/a	n/a	n/a
Reading Standards for Literacy in Science and Technical Subjects	n/a	n/a	n/a	n/a	n/a

## DSC Correlation to the Common Core State Standards: *Making Meaning*® for Grades K–8

### Kindergarten

The following references are examples from the *Making Meaning* program for grades K–8 from Developmental Studies Center that align to the Common Core State Standards for kindergarten. This correlation is intended to illustrate the program’s approach to these standards.

Grade-level Expectations	Application in Programs	Examples
<b>LANGUAGE STANDARDS FOR KINDERGARTEN</b>		
<b>Conventions of Standard English</b>		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
a. Print many upper- and lowercase letters.		
b. Use frequently occurring nouns and verbs.		
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).		
d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).		
e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).		
f. Produce and expand complete sentences in shared language activities.		
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
a. Capitalize the first word in a sentence and the pronoun <i>I</i> .		
b. Recognize and name end punctuation.		
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).		
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8

## LANGUAGE STANDARDS FOR KINDERGARTEN

Grade-level Expectations	Application in Programs	Examples
Knowledge of Language		
3. (Begins in grade 2)		
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .		
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ).		
b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i> ) as a clue to the meaning of an unknown word.		
5. With guidance and support from adults, explore word relationships and nuances in word meanings.		
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.		
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).		
c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ).		
d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i> ) by acting out the meanings.		
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR LITERATURE FOR KINDERGARTEN

Grade-level Expectations	Application in Programs	Examples
<i>Key Ideas and Details</i>		
<p>1. With prompting and support, ask and answer questions about key details in a text.</p>	<p>In the <i>Making Meaning</i> program, the students wonder and ask questions before, during, and after a read-aloud to make sense of the text.</p>	<p>Unit 1, Week 1: <i>My Friends</i>, p. 7-8  <i>"What are some of the things the girl learns to do from her friends?"</i></p> <p>Unit 5, Week 1: <i>Brave Bear</i>, p. 135  <i>"What are some things Brave Bear does that show he is brave?"</i></p> <p>Unit 7, Week 1: <i>Knowing About Noses</i>, p. 192  <i>"What are some things you are wondering about after hearing about the kind of noses that apes, pigs, dogs, and fish have?"</i></p>
<p>2. With prompting and support, retell familiar stories, including key details.</p>	<p>In the <i>Making Meaning</i> program, students learn to use key details to retell the sequence of events from a read-aloud.</p>	<p>Unit 3, Week 1: <i>Pumpkin, Pumpkin</i>, p. 85  <i>"What has happened to the pumpkin seed so far in the story?"</i></p> <p>Unit 3, Week 1: <i>Extension</i>, p. 88  <i>Students put the main events from the story in order using sentence strips and pictures from the story.</i></p> <p>Unit 3, Week 2: <i>Maisy's Pool</i>, p. 96  <i>"Why is it important to listen carefully when others retell the story? If someone forgets part of the story, how can you help?"</i></p> <p>Unit 5, Week 3: <i>Henry's Wrong Turn</i>, p. 155  <i>Students retell what happens next in the story.</i></p>

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR LITERATURE FOR KINDERGARTEN

Grade-level Expectations	Application in Programs	Examples
<p>3. With prompting and support, identify characters, settings, and major events in a story.</p>	<p>During the <i>Making Meaning</i> program, students talk about characters and major events in a story before, during, and after hearing a read-aloud.</p>	<p>Unit 2, Week 1: <i>When Sophie Gets Angry—Really Really Angry</i>.... p. 57                      "What has happened in the story so far? How do you think Sophie feels now?"</p> <p>Unit 3, Week 3: <i>Maisy's Pool</i>, p. 96                      "What problem does Maisy have? What happens at the end of the story?"</p> <p>Unit 5: Week 1: <i>Brave Bear</i>, p. 135                      "What do you wonder about the bear and the bird?"</p>
<p><i>Craft and Structure</i></p>		
<p>4. Ask and answer questions about unknown words in a text.</p>	<p>Each <i>Making Meaning</i> lesson includes Suggested Vocabulary that the teacher can define as she reads the book aloud. Students answer questions about unknown words from the story.</p>	<p>Unit 1, Week 1: Suggested Vocabulary, p. 5</p> <p>Unit 4, Week 2: <i>Cookie's Week</i>, p. 119                      Students discuss the word rest and talk about different things Cookie could do while resting.</p> <p>Unit 5, Week 1: <i>Brave Bear</i>, p. 136                      Students discuss things the character did that were brave.</p>
<p>5. Recognize common types of texts (e.g., storybooks, poems).</p>	<p>The read-alouds in the <i>Making Meaning</i> program allow students to experience common text types including fiction, nonfiction, and poetry.</p>	<p>Unit 1, Week 2: <i>If You Give a Mouse a Cookie</i>, p. 10</p> <p>Unit 4, Week 1: <i>Cat's Colors</i>, p. 114                      "What is this poem about?"</p> <p>Unit 8, Week 1: <i>Getting Around By Plane</i>, p. 220                      Students explore text features in a nonfiction text.</p>
<p>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>In the <i>Making Meaning</i> program, teachers discuss the differences between author and illustrator with students and distinguish the role of each in telling the story.</p>	<p>Unit 1, Week 1: <i>My Friends</i>, p. 5</p> <p>Unit 1, Week 1: <i>If You Give a Mouse a Cookie</i>, p. 12</p>

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR LITERATURE FOR KINDERGARTEN

Grade-level Expectations	Application in Programs	Examples
<i>Integration of Knowledge and Ideas</i>		
<p>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).</p>	<p>In the <i>Making Meaning</i> program, the teacher helps students describe the relationship between illustrations and the story by showing the illustrations as they talk about and recall events.</p>	<p>Unit 1, Week 4: <i>Flower Garden</i>, p. 35 The teacher shows the illustration and asks students how the character feels based on the illustrations.</p> <p>Unit 2, Week 2: Teacher Note, p. 69 The teacher shows the illustrations and asks students to say what is happening.</p> <p>Unit 5, Week 2: <i>A Letter to Army</i>, p. 146 The teacher shows the illustrations and asks students to retell what happens next based on the illustration.</p>
<p>8. (Not applicable to literature)</p>		<p>Unit 2, Week 2: Extension, p. 71 Students make connections between texts.</p> <p>Unit 2, Week 3: Extension, p. 79 Students make connection between texts.</p>
<p>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>Extension activities during the <i>Making Meaning</i> program allow students to compare and contrast character experiences after hearing stories read to them.</p>	
<i>Range of Reading and Level of Text Complexity</i>		
<p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p>In the <i>Making Meaning</i> program, students hear a variety of engaging literature read aloud to them, and they participate in whole-class discussions, partner work, and meaningful reading activities.</p>	<p>Unit 2, Week 2: <i>I Was So Mad</i>, pp. 66-67 Students use "Turn to Your Partner" to discuss what is happening in the story.</p> <p>Unit 3, Week 3: Extension, p. 105 Students practice retelling by putting the sequence of events in order as a class.</p> <p>Unit 4, Week 3: "Umbrellas," p. 128 Students draw mental pictures after listening to a poem read aloud.</p>

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR INFORMATIONAL FOR KINDERGARTEN

Grade-level Expectations	Application in Programs	Examples
<i>Key Ideas and Details</i>		
<p>1. With prompting and support, ask and answer questions about key details in a text.</p>	<p>In the <i>Making Meaning</i> program, students answer questions about key details in a nonfiction text while making personal connections to the text. Students use wondering as a strategy to generate their own questions about the story.</p>	<p>Unit 1, Week 5: <i>Friends at School</i>, p. 39                      “What kind of things do the children do in their classroom?”                      Unit 5, Week 3: <i>Henry’s Wrong Turn</i>, p. 152                      “What do you wonder about the story?”                      Unit 8, Week 2: <i>Moon</i>, p. 224                      “What is something you are wondering about the moon?”</p>
<p>2. With prompting and support, identify the main topic and retell key details of a text.</p>	<p>The <i>Making Meaning</i> program teaches students how to identify the main topic and retell details of a text through wondering and retelling.</p>	<p>Unit 5, Week 3: Assessment, p. 157                      Are students able to generate ideas? Are they referring to the story to support their thinking?                      Unit 7, Week 1: <i>Knowing About Noses</i>, p. 191                      “What did you learn from the words and the pictures about the noses of apes and pigs? What did you learn about dogs’ sense of smell?”                      Unit 8, Week 1: <i>Getting Around By Plane</i>, p. 217                      “According to the book, where do planes fly?”                      Unit 1, Week 5: <i>Friends at School</i>, p. 42                      “What are some things the children do at school? What are some things you like to do at school?”</p>
<p>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>In the <i>Making Meaning</i> program, students begin to make text-to-self connections before, during, and after a read-aloud.</p>	<p>Unit 7, Week 1: Suggested Vocabulary, p. 191                      Unit 8, Week 2: <i>Moon</i>, p. 226                      Students explore the glossary in this nonfiction book.</p>
<i>Craft and Structure</i>		
<p>4. With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>In each <i>Making Meaning</i> read-aloud lesson, students explore new vocabulary words during the reading. Teachers can use self-stick notes to mark the places where the words appear.</p>	<p>Unit 7, Week 1: Suggested Vocabulary, p. 191                      Unit 8, Week 2: <i>Moon</i>, p. 226                      Students explore the glossary in this nonfiction book.</p>



# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR INFORMATIONAL FOR KINDERGARTEN

Grade-level Expectations	Application in Programs	Examples
<p>5. Identify the front cover, back cover, and title page of a book.</p>	<p>In the <i>Making Meaning</i> program, students explore and understand text features in non-fiction text.</p>	<p>Unit 8, Week 1: <i>Getting Around By Plane</i>, p. 217 Students explore and identify the front cover, back cover, and title page of a nonfiction text.</p> <p>Unit 8, Week 3: <i>Building Beavers</i>, p. 235 Students explore the back cover of a nonfiction text.</p>
<p>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>In the <i>Making Meaning</i> program, students learn the name of the author and illustrator of a nonfiction text and distinguish the role of each person.</p>	<p>Unit 6, Week 1: <i>A Day with a Doctor</i>, p. 163</p>
<p><i>Integration of Knowledge and Ideas</i></p>		
<p>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).</p>	<p>In the <i>Making Meaning</i> program, students learn how authors use features as photographs to enhance readers' understanding of key and supporting ideas in informational texts.</p>	<p>Unit 6, Week 2: <i>Tools</i>, p. 176 Each photograph shows a picture of how each tool is used and in which country the picture was taken. Students answer questions based on these pictures.</p> <p>Unit 6, Week 2: <i>A Kangaroo Joey Grows Up</i>, pp. 212-214 Students use the book's photographs to help them understand the key and supporting ideas in the text.</p>
<p>8. With prompting and support, identify the reasons an author gives to support points in a text.</p>		
<p>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).</p>	<p>In the <i>Making Meaning</i> program, students compare and contrast two texts featuring the same topic.</p>	<p>Unit 6, Week 1: <i>A Day with a Mail Carrier</i>, p. 168 Students make text-to-self connections after reading two nonfiction books about different careers.</p> <p>Unit 7, Week 3: Extension, p. 209 Students compare nonfiction and fiction books about tigers.</p>

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR INFORMATIONAL TEXT FOR KINDERGARTEN

Grade-level Expectations	Application in Programs	Examples
<p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p><i>Range of Reading and Level of Text Complexity</i></p> <p>In the <i>Making Meaning</i> program, students hear a variety of engaging literature read aloud to them, and they participate in whole-class discussions, partner work, and meaningful reading activities.</p>	<p>Unit 6, Week 1: <i>A Day with a Mail Carrier</i>, p. 168  <i>Students discuss things they learned from the story as a whole class.</i></p> <p>Unit 7, Week 2: <i>I Want to Be a Vet</i>, pp. 199-200  <i>Students discuss things they are wondering about during the story.</i></p> <p>Unit 8, Week 1: <i>Getting Around By Plane</i>, pp. 219-220  <i>Students make connections to the story as a whole class.</i></p>

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8

## WRITING STANDARDS FOR KINDERGARTEN

Grade-level Expectations	Application in Programs	Examples
<i>Text Types and Purposes</i>		
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> ).		
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		
<i>Production and Distribution of Writing</i>		
4. (Begins in grade 3)		
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		
<i>Research to Build and Present Knowledge</i>		
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).		
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

WRITING STANDARDS FOR KINDERGARTEN		
Grade-level Expectations	Application in Programs	Examples
9. (Begins in grade 4)		
<i>Range of Writing</i>		
10. (Begins in grade 3)		

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8

## SPEAKING AND LISTENING STANDARDS FOR KINDERGARTEN

Grade-level Expectations	Application in Programs	Examples
<i>Comprehension and Collaboration</i>		
<p>1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p>	<p>In the <i>Making Meaning</i> program, students are taught cooperative structures to increase their accountability and engagement for participation. Students learn to work together, develop social skills, and take responsibility for their learning. They use “Turn to Your Partner,” “Think, Pair, Share,” “Think, Pair, Write,” and “Heads Together” as ways to discuss ideas and have meaningful conversations with peers.</p>	<p>Unit 1, pp. 20–23 Unit 4, pp. 110–112 Unit 5, pp. 134–136</p>
<p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p>In the beginning weeks of the <i>Making Meaning</i> programs, teachers and students review and practice procedures for whole-class discussion, and the “Turn to Your Partner” routine.</p>	<p>Unit 1, pp. 4–6 Unit 1, pp. 15–16 Unit 1, pp. 41–42 Unit 6, pp. 175–176</p>
<p>b. Continue a conversation through multiple exchanges.</p>		
<p>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.</p>	<p>Each lesson in the <i>Making Meaning</i> program includes a read-aloud in which students work with partners to create meaningful conversations where they ask and answer questions about important details in the story.</p>	<p>Unit 1, pp. 4–6 Unit 2, pp. 59–61 Unit 3, pp. 92–94 Unit 5, pp. 134–135</p>
<p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>In the <i>Making Meaning</i> program, students ask and answer questions about key details in a story. In Unit 5, students discuss what they wonder while reading. This strategy allows students to think about and develop questions during reading.</p>	<p>Unit 1, pp. 15–16 Unit 5, pp. 142–145, pp. 155–157</p>
<i>Presentation of Knowledge and Ideas</i>		
<p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>		

## DSC Correlation to the Common Core State Standards: *Making Meaning*® for Grades K–8

SPEAKING AND LISTENING STANDARDS FOR KINDERGARTEN		
Grade-level Expectations	Application in Programs	Examples
<p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>In the <i>Making Meaning</i> program, students practice visualizing to help them understand, enjoy, and draw mental images after listening to a poem read aloud.</p>	<p>Unit 4, pp. 127–129</p>
<p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>In the <i>Making Meaning</i> program, students learn the importance of speaking clearly while working with partners.</p>	<p>Unit 3, pp. 87</p>

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS: FOUNDATIONAL SKILLS FOR KINDERGARTEN

Grade-level Expectations	Application in Programs	Examples
<i>Print Concepts</i>		
1. Demonstrate understanding of the organization and basic features of print.		
a. Follow words from left to right, top to bottom, and page by page.		
b. Recognize that spoken words are represented in written language by specific sequences of letters.		
c. Understand that words are separated by spaces in print.		
d. Recognize and name all upper- and lowercase letters of the alphabet.		
<i>Phonological Awareness</i>		
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
a. Recognize and produce rhyming words.		
b. Count, pronounce, blend, and segment syllables in spoken words.		
c. Blend and segment onsets and rimes of single-syllable spoken words.		
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)		
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		
<i>Phonics and Recognition</i>		
3. Know and apply grade-level phonics and word analysis skills in decoding words.		

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

READING STANDARDS: FOUNDATIONAL SKILLS FOR KINDERGARTEN		
Grade-level Expectations	Application in Programs	Examples
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.		
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.		
c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).		
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.		
<i>Fluency</i>		
4. Read emergent-reader texts with purpose and understanding.		



## DSC Correlation to the Common Core State Standards: *Making Meaning*® for Grades K–8

### Grade 1

The following references are examples from the *Making Meaning* program from Developmental Studies Center that align to the Common Core State Standards for grade 1. This correlation is intended to illustrate the program's approach to these standards.

<b>LANGUAGE STANDARDS FOR GRADE 1</b>		
Grade-level Expectations	Application in Programs	Examples
	<i>Conventions of Standard English</i>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
a. Print all upper- and lowercase letters.		
b. Use common, proper, and possessive nouns.		
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i> ).		
d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my, they, them, their; anyone, everything</i> ).		
e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i> ).		
f. Use frequently occurring adjectives.		
g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ).		
h. Use determiners (e.g., articles, demonstratives).		
i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i> ).		
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8

## LANGUAGE STANDARDS FOR GRADE 1

Grade-level Expectations	Application in Programs	Examples
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		
<p>a. Capitalize dates and names of people.</p>		
<p>b. Use end punctuation for sentences.</p>		
<p>c. Use commas in dates and to separate single words in a series.</p>		
<p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>		
<p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>		
<i>Knowledge of Language</i>		
<p>3. (Begins in grade 2)</p>		
<i>Vocabulary Acquisition and Use</i>		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p>		
<p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>		
<p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p>		
<p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>		
<p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>		

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8

## LANGUAGE STANDARDS FOR GRADE 1

Grade-level Expectations	Application in Programs	Examples
<p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>		
<p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p>		
<p>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p>		
<p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i>, <i>peek</i>, <i>glance</i>, <i>stare</i>, <i>glare</i>, <i>scowl</i>) and adjectives differing in intensity (e.g., <i>large</i>, <i>gigantic</i>) by defining or choosing them or by acting out the meanings.</p>		
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>		

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR LITERATURE FOR GRADE 1

Grade-level Expectations	Application in Programs	Examples
<i>Key Ideas and Details</i>		
<p>1. Ask and answer questions about key details in a text.</p>	<p>In the <i>Making Meaning</i> program, students ask and answer questions before, during, and after a read-aloud to make sense of the text.</p>	<p>Unit 2, Week 1: <i>Matthew and Tilly</i>, p. 53 Students respond to open-ended questions. "How can what happens to Matthew and Tilly help you be a better friend?"</p> <p>Unit 3, Week 3: <i>Peter's Chair</i>, p. 96 "Why do you think Peter decides to paint the chair at the end?"</p> <p>Unit 4, Week 1: Individualized Daily Reading, p. 107 "What is your book about? What's happening in your book right now?"</p> <p>Unit 5, Week 3: Assessment, p. 190 Do students generate a variety of 'I wonder' statements? Do the students support thinking by referring to the text?</p>
<p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>In the <i>Making Meaning</i> program, students retell the sequence of events in a story and use key details to help them understand the central message or lesson learned.</p>	<p>Unit 1, Week 4: <i>It's Mine!</i>, p. 39 "What do you think Leo Lionni is trying to tell us in this fable?"</p> <p>Unit 2, Week 1: <i>Matthew and Tilly</i>, p. 52 Students discuss the story's central message.</p> <p>Unit 3, Week 1: <i>Caps For Sale</i>, pp. 79-80 Students are shown how to retell the story, and later they retell the story as a class.</p> <p>Assessment, p. 79 Are the students referring to the text to retell the story?</p> <p>Unit 3, Week 3: <i>Peter's Chair</i>, p. 97 Students practice retelling stories to their partners and to the class.</p> <p>Assessment, p. 98 Are the students able to sequence the events in the story?</p>

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR LITERATURE FOR GRADE 1

Grade-level Expectations	Application in Programs	Examples
<p>3. Describe characters, settings, and major events in a story, using key details.</p>	<p>Throughout the <i>Making Meaning</i> program, students discuss main characters, settings, and major events before, during, and after a read-aloud.</p>	<p>Unit 1, Week 4: <i>It's Mine!</i>, p. 36  <i>"What do you know about Rupert, Milton, and Lydia so far?"</i></p> <p>Unit 2, Week 1: <i>Matthew and Tilly</i>, p. 47  <i>Students discuss character development as well as the main events in the story.</i></p> <p>Unit 2, Week 3: <i>Chrysanthemum</i>, p. 66  <i>"What happens to make Chrysanthemum feel happy about her name again?"</i></p> <p>Unit 3, Week 1: Extension, p. 77  <i>Students act out the story after being assigned character roles from the teacher.</i></p> <p>Unit 4, Week 3: <i>Sheep Out to Eat</i>, p. 131  <i>Students discuss the problem a character has faced and determine how the problem was solved.</i></p>

### Craft and Structure

<p>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>In the <i>Making Meaning</i> program, students hear several stories and poems containing descriptive language. They think about and discuss how the author's choice of language can help readers use their senses to understand what is happening in a story.</p>	<p>Unit 4, Week 1: <i>Did You See What I Saw? Poems About School</i>, p. 109  <i>Students listen to a poem without seeing the pictures and concentrate on creating an image in their minds by listening to the author's words. "The poem says, 'stuffed with kids.' How do you picture the kids in the bus? What do you think it feels like to be on a bus 'stuffed with kids?'"</i></p> <p>Unit 4, Week 2: Assessment, p. 123  <i>Is there evidence in students' drawings that they are thinking about the words in the text?</i></p> <p>Unit 4, Week 4: <i>Peter's Chair</i>, p. 147  <i>Students listen to a story and then create mental images in their minds. Words such as crunch and plopped are descriptive words in the story that students can discuss.</i></p>
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# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR LITERATURE FOR GRADE 1

Grade-level Expectations	Application in Programs	Examples
<p>5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p>During the <i>Making Meaning</i> program, students listen to and independently read both fiction and nonfiction books. By exploring different genres, students are able to distinguish differences between books that tell stories and books that give information.</p>	<p>Unit 6, Week 1: <i>Hearing</i>, p. 201  <i>Students are introduced to a variety of fiction and nonfiction books and learn the differences between the two. They discuss fiction and nonfiction books that they have read in the past.</i></p> <p>Unit 6, Week 2: <i>A Good Night's Sleep</i>, p. 214  <i>Students review the differences between fiction and nonfiction books. "What makes nonfiction books different from fiction books?"</i></p> <p>Unit 8, Week 1: Extension, p. 288  <i>Students compare fiction and nonfiction books.</i></p> <p>Unit 8, Week 2: <i>A Day in the Life of a Garbage Collector</i>, p. 297  <i>Students are introduced to a nonfiction chart where they discuss special features that nonfiction books have that fiction books do not.</i></p>
<p>6. Identify who is telling the story at various points in a text.</p>		
<p>7. Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p style="text-align: center;"><i>Integration of Knowledge and Ideas</i></p> <p>In the <i>Making Meaning</i> program, students are able to describe characters, settings, and events based on illustrations and key details.</p>	<p>Unit 3, Week 1: <i>Caps For Sale</i>, p. 79  <i>Students use illustrations to retell main ideas of the story.</i></p> <p>Unit 4, Week 2: <i>In the Tall, Tall Grass</i>, p. 119  <i>Students describe the setting of the story based on the illustrations and details in the story. "How high do you picture the tall, tall grass? What in the story makes you think the grass is that tall?"</i></p> <p>Unit 5, Week 3: <i>Down the Road</i>, p. 193  <i>Students practice visualizing after hearing two passages. "What did you picture in your mind? Which words helped you get the picture?"</i></p>
<p>8. (Not applicable to literature)</p>		

## DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

### READING STANDARDS FOR LITERATURE FOR GRADE 1

Grade-level Expectations	Application in Programs	Examples
9. Compare and contrast the adventures and experiences of characters in stories.	During the <i>Making Meaning</i> program, students compare and contrast stories they have heard read aloud.	<p>Unit 3, Week 3: Extension, p. 99 Students make text-to-text connections.</p> <p>Unit 4, Week 1: Extension, p. 111 Students read other poems and compare "Sliding Board" and "Swinging."</p> <p>Unit 4, Week 2: Extension, p.123 Students compare In the Tall, Tall Grass and In the Small, Small Pond.</p>
<b>Range of Reading and Level of Text Complexity</b>		
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	The <i>Making Meaning</i> program provides opportunities for students to read grade-appropriate text independently on a daily basis through Individualized Daily Reading (IDR). Teachers confer with students periodically during this time to assess multiple reading strategies.	<p>Unit 1, Week 3: Teacher Note, p. 26 Students practice reading independently for 5-10 minutes.</p> <p>Unit 5, Week 1: Individualized Daily Reading (IDR), p. 158 Students are introduced formally to IDR and talk about "just-right" books.</p> <p>Unit 7, Week 3: Individualized Daily Reading, p. 268 Students are introduced to self-monitoring, and use this reading strategy while reading independently.</p>

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR INFORMATIONAL TEXT FOR GRADE 1

Grade-level Expectations	Application in Programs	Examples
<p>1. Ask and answer questions about key details in a text.</p>	<p>In the <i>Making Meaning</i> program, students wonder, ask, and answer questions before, during, and after a read-aloud to make sense of the text.</p>	<p>Unit 6, Week 1: <i>Dinosaur Babies</i>, p. 228  <i>Students answer questions during a read-aloud. "What other baby animals do you know about that wait for their mothers to feed them?"</i></p> <p>Unit 7, Week 1: <i>A Kangaroo Joey Grows Up</i>, p. 242  <i>Students discuss their "I wonder" statements after hearing a read-aloud. "What are some things you wonder about kangaroos?"</i></p> <p>Unit 7, Week 2: <i>Individualized Daily Reading</i>, p. 256  <i>Students generate "I wonder" statements about what they have read independently.</i></p> <p>Unit 8, Week 1: <i>A Look at Teeth</i>, pp. 290-291  <i>Students write questions they have about teeth.</i></p>
<p>2. Identify the main topic and retell key details of a text.</p>	<p>In the <i>Making Meaning</i> program, students learn how to identify the main topic and how to retell details using comprehension strategies such as wondering and retelling.</p>	<p>Unit 6, Week 2: <i>Individualized Daily Reading</i>, p. 217  <i>Students identify something they learned from their book focusing on the main idea. "What is your book about? What is something you learned about?"</i></p> <p>Unit 6, Week 3: <i>Dinosaur Babies</i>, pp. 229-230  <i>Students discuss what they remember finding out about baby dinosaurs after hearing the story.</i></p> <p>Unit 7, Week 1: <i>Extension</i>, p. 248  <i>Students create a timeline as a class and put main ideas in order after hearing a story.</i></p>
<p>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>In the <i>Making Meaning</i> program, students make text-to-text and text-to-self connections.</p>	<p>Unit 7, Week 1: <i>Extension</i>, p. 248  <i>Students read other stories about kangaroos and discuss connections between texts.</i></p> <p>Unit 7, Week 3: <i>A Look at Teeth</i>, p. 275  <i>Students discuss connections between two different books about teeth.</i></p>

*Key Ideas and Details*



# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR INFORMATIONAL TEXT FOR GRADE 1

Grade-level Expectations	Application in Programs	Examples
<i>Craft and Structure</i>		
<p>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>In the <i>Making Meaning</i> program, students answer questions to help them clarify the meaning of words and phrases in nonfiction text.</p>	<p>Unit 7, Week 1: A Kangaroo Joey Grows Up, p. 246 "What does 'he can live on his own' mean?"</p>
<p>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.</p>	<p>In Unit 8 of the <i>Making Meaning</i> program, students explore and learn how to use a number of text features in nonfiction books. They learn how these text features can help them better understand what they are reading in nonfiction books.</p>	<p>Unit 8, Week 1: Raptors!, p. 285 Students explore the index in this lesson.</p> <p>Unit 8, Week 2: A Day in the Life of a Garbage Collector, p. 294 Students explore the table of contents and the glossary in this lesson.</p> <p>Unit 8, Week 2: Individualized Daily Reading, p. 302 Students explore text features in their independent reading books.</p>
<p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>In the <i>Making Meaning</i> program, students explore diagrams and photographs and learn how they are useful in giving organized information to the reader.</p>	<p>Unit 6, Week 1: Extension, p. 207 Students explore diagrams in a nonfiction book. They learn how diagrams help explain information in the form of a picture.</p> <p>Unit 8, Week 1: Raptors, p. 286 Students create their own labeled drawing of a raptor.</p> <p>Unit 8, Week 2: A Day in the Life of a Garbage Collector, p. 301 Students discuss a photo diagram and how it's used to give information about the topic. "What did you learn from looking at the photo and reading the labels?"</p>

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR INFORMATIONAL TEXT FOR GRADE 1

Grade-level Expectations	Application in Programs	Examples
<p>7. Use the illustrations and details in a text to describe its key ideas.</p>	<p><i>Integration of Knowledge and Ideas</i></p> <p>In the <i>Making Meaning</i> program, students learn how to use illustrations and details in a text to describe its key ideas. From this, they are able to use details to create visualizations before, during, and after a read-aloud.</p>	<p>Unit 7, Week 1: Individualized Daily Reading, p. 247 Students choose a picture or photograph from their book and explain to their partner what's happening in the picture.</p> <p>Unit 7, Week 3: Assessment, p. 272 "Are the students able to describe what they learn from the text?"</p> <p>Unit 8, Week 3: A Baby Elephant Grows Up, p. 311 Students listen to the details in a nonfiction story to visualize what's happening in the story.</p>
<p>8. Identify the reasons an author gives to support points in a text.</p>		
<p>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>In the <i>Making Meaning</i> program, students read stories on the same topic, and identify similarities and differences between them.</p>	<p>Unit 6, Week 3: Extension, p. 221 Students examine fiction and nonfiction books about sleeping, and make comparisons.</p> <p>Unit 7, Week 1: Extension, p. 248 Students compare and contrast several stories about kangaroos.</p> <p>Unit 8, Week 1: Extension, p. 288 Students compare and contrast fiction and nonfiction stories about dinosaurs.</p>

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR INFORMATIONAL TEXT FOR GRADE 1

Grade-level Expectations	Application in Programs	Examples
<p>10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p><i>Range of Reading and Level of Text Complexity</i></p> <p>In the <i>Making Meaning</i> program, students read grade-level material independently each day for 20-30 minutes.</p>	<p>Unit 1, Week 3: Read Independently, p. 26  <i>Students practice choosing their own books to read independently.</i></p> <p>Unit 5, Week 1: Individualized Daily Reading, p. 158  <i>Students are formally introduced to Individualized Daily Reading.</i></p> <p>Unit 6, Week 2: Individualized Daily Reading, p. 217  <i>Students read nonfiction books and identify something they learned during Individualized Daily Reading.</i></p>

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

<b>WRITING STANDARDS FOR GRADE 1</b>		
Grade-level Expectations	Application in Programs	Examples
<i>Text Types and Purposes</i>		
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		
<i>Production and Distribution of Writing</i>		
4. (Begins in grade 3)		
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		
<i>Research to Build and Present Knowledge</i>		
7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).		
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
9. (Begins in grade 4)		

**DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8**

WRITING STANDARDS FOR GRADE 1		
Grade-level Expectations	Application in Programs	Examples
<i>Range of Writing</i>		
10. (Begins in grade 3)		

# DSC Correlation to the Common Core State Standards: *Making Meaning*® for Grades K–8

## SPEAKING AND LISTENING STANDARDS FOR GRADE 1

Grade-level Expectations	Application in Programs	Examples
<i>Comprehension and Collaboration</i>		
<p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>In the <i>Making Meaning</i> program, students learn to listen to their partner carefully and share their partner's thinking with the class.</p> <p>In the <i>Making Meaning</i> program, students participate in Class Meetings and discuss the read-aloud procedure. They listen respectfully to one another's thinking and share their own, make decisions together, work responsibly, and express interest in one another's writing.</p> <p>In the <i>Making Meaning</i> program, students discuss stories and are able to build on their conversations by asking and answering questions, making connections, and retelling stories.</p> <p>Students generate questions to find out new information in the <i>Making Meaning</i> program.</p>	<p>Unit 1, pp. 17–20, pp. 27–29, pp. 39–40 Unit 4, pp. 124–125 Unit 8, p. 287 Unit 1, p. 4 Unit 4, p. 121, pp. 124–125  Unit 1, pp. 39–40 Unit 2, pp. 67–68 Unit 5, p. 191 Unit 7, pp. 258–260 Unit 5, pp. 172–174</p>
<p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>In the <i>Making Meaning</i> program, students generate questions and find answers to those questions before, during, and after a read-aloud.</p>	<p>Unit 1, pp. 27–29 Unit 3, pp. 74–77 Unit 5, pp. 189–102</p>
<p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>In the <i>Making Meaning</i> program, students ask and answer questions about what a classmate says in order to gain additional information.</p>	<p>Unit 6, p. 228</p>

## DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

<b>SPEAKING AND LISTENING STANDARDS FOR GRADE 1</b>		<b>Examples</b>
<b>Grade-level Expectations</b>	<b>Application in Programs</b>	
<i>Presentation of Knowledge and Ideas</i>		
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	In Unit 4 of the <i>Making Meaning</i> program, students practice visualizing and creating mental images to describe different people, places, objects, and events after hearing a poem read aloud.	Unit 4, pp. 109-111, pp. 112-114, pp. 118-120, pp. 121-123
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	During Unit 4 of the <i>Making Meaning</i> program, students listen to poems read aloud, and after hearing the poem, they draw pictures of what they visualized based on the words in the poem.	Unit 4, pp. 112-115, pp. 122-123
6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standards 1 and 3 on page 26 [of the Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects] for specific expectations.)	Throughout the <i>Making Meaning</i> program, writing and speaking in complete sentences is modeled and encouraged in every task.	Unit 1, pp. 17-18 Unit 4, pp. 104-106

## DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8

### READING STANDARDS: FOUNDATIONAL SKILLS FOR GRADE 1

Grade-level Expectations	Application in Programs	Examples
<i>Print Concepts</i>		
1. Demonstrate understanding of the organization and basic features of print.		
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		
<i>Phonological Awareness</i>		
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
a. Distinguish long from short vowel sounds in spoken single-syllable words.		
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.		
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.		
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		
<i>Phonics and Recognition</i>		
3. Know and apply grade-level phonics and word analysis skills in decoding words.		
a. Know the spelling-sound correspondences for common consonant digraphs.		
b. Decode regularly spelled one-syllable words.		
c. Know final -e and common vowel team conventions for representing long vowel sounds.		



# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8

## READING STANDARDS: FOUNDATIONAL SKILLS FOR GRADE 1

Grade-level Expectations	Application in Programs	Examples
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		
e. Decode two-syllable words following basic patterns by breaking the words into syllables.		
f. Read words with inflectional endings.		
g. Recognize and read grade-appropriate irregularly spelled words.		
<i>Fluency</i>		
4. Read with sufficient accuracy and fluency to support comprehension.	<p>The <i>Making Meaning</i> program provides opportunities for students to read grade-appropriate text independently on a daily basis through Individualized Daily Reading. Teachers confer with students periodically during this time to assess multiple reading strategies.</p>	<p>Unit 1, Week 3: Teacher Note, p. 26 <i>Students practice reading independently for 5–10 minutes.</i></p> <p>Unit 5, Week 1: Individualized Daily Reading, p. 158 <i>Students are introduced formally to IDR and talk about “just-right” books.</i></p> <p>Unit 7, Week 3: Individualized Daily Reading, p. 268 <i>Students are introduced to self-monitoring, and use this reading strategy while reading independently.</i></p> <p>Unit 1, Week 3: Teacher Note, p. 26 <i>Students practice reading independently for 5–10 minutes.</i></p> <p>Unit 5, Week 1: Individualized Daily Reading, p. 158 <i>Students are formally introduced to IDR and talk about “just-right” books.</i></p> <p>Unit 7, Week 3: Individualized Daily Reading, p. 268 <i>Students are introduced to self-monitoring and use this reading strategy while reading independently.</i></p>
a. Read on-level text with purpose and understanding.	<p>The <i>Making Meaning</i> program provides opportunities for students to read grade-appropriate text independently on a daily basis through Individualized Daily Reading. Teachers confer with students periodically during this time to assess multiple reading strategies.</p>	<p>Unit 1, Week 3: Teacher Note, p. 26 <i>Students practice reading independently for 5–10 minutes.</i></p> <p>Unit 5, Week 1: Individualized Daily Reading, p. 158 <i>Students are formally introduced to IDR and talk about “just-right” books.</i></p> <p>Unit 7, Week 3: Individualized Daily Reading, p. 268 <i>Students are introduced to self-monitoring and use this reading strategy while reading independently.</i></p>

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS: FOUNDATIONAL SKILLS FOR GRADE 1

Grade-level Expectations	Application in Programs	Examples
<p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>The <i>Making Meaning</i> program provides opportunities for students to read grade-appropriate text independently on a daily basis through Individualized Daily Reading. Teachers confer with students periodically during this time to assess multiple reading strategies.</p>	<p>Unit 1, Week 3: Teacher Note, p. 26 Students practice reading independently for 5-10 minutes.</p> <p>Unit 5, Week 1: Individualized Daily Reading, p. 158 Students are formally introduced to IDR and talk about "just-right" books.</p> <p>Unit 7, Week 3: Individualized Daily Reading, p. 268 Students are introduced to self-monitoring, and use this reading strategy while reading independently.</p>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>The <i>Making Meaning</i> program provides opportunities for students to read grade-appropriate text independently on a daily basis through Individualized Daily Reading. Teachers confer with students periodically during this time to assess multiple reading strategies.</p>	<p>Unit 1, Week 3: Teacher Note, p. 26 Students practice reading independently for 5-10 minutes.</p> <p>Unit 5, Week 1: Individualized Daily Reading, p. 158 Students are formally introduced to IDR and talk about "just-right" books.</p> <p>Unit 7, Week 3: Individualized Daily Reading, p. 268 Students are introduced to self-monitoring, and use this reading strategy while reading independently.</p>

## DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8

### Grade 2

The following references are examples from the *Making Meaning* program from Developmental Studies Center that align to the Common Core State Standards for grade 2. This correlation is intended to illustrate the program's approach to these standards.

LANGUAGE STANDARDS FOR GRADE 2		
Grade-level Expectations	Application in Programs	Examples
<i>Conventions of Standard English</i>		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
a. Use collective nouns (e.g., <i>group</i> ).		
b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ).		
c. Use reflexive pronouns (e.g., <i>myself, ourselves</i> ).		
d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).		
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.		
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).		
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
a. Capitalize holidays, product names, and geographic names.		
b. Use commas in greetings and closings of letters.		

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8

## LANGUAGE STANDARDS FOR GRADE 2

Grade-level Expectations	Application in Programs	Examples
<p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p>		
<p>d. Generalize learned spelling patterns when writing words (e.g., cage □ badge; boy □ boy).</p>		
<p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>		
<b>Knowledge of Language</b>		
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>		
<p>a. Compare formal and informal uses of English.</p>		
<b>Vocabulary Acquisition and Use</b>		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p>		
<p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>		
<p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tefl/retell</i>).</p>		
<p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</p>		
<p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>ighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p>		

## DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8

LANGUAGE STANDARDS FOR GRADE 2		
Grade-level Expectations	Application in Programs	Examples
<p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>In the <i>Making Meaning</i> program, students learn how to use a glossary to determine the meaning of words in nonfiction text.</p>	<p>Unit 8, Week 1: <i>Snails</i>, p. 268 Students explore words that are bolded in the text and their meanings in the glossary.</p>
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurt</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p>		
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>During the <i>Making Meaning</i> program, students learn discussion prompts to build on one another's thinking.</p>	<p>Unit 5, Week 1: <i>The Ghost-Eye Tree</i>, pp. 148–149 Students use discussion prompts beginning with “I wonder” to make sense of the text.</p>

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR LITERATURE FOR GRADE 2

Grade-level Expectations	Application in Programs	Examples
<i>Key Ideas and Details</i>		
<p>1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>In the <i>Making Meaning</i> program, students ask and answer questions before, during, and after a read-aloud to demonstrate that they understand main ideas in a fiction story.</p>	<p>Unit 1, Week 1: McDuff Moves In, p. 6  <i>"Why does the little white dog go to Fred and Lucy's house? What in the story makes you think that?"</i></p> <p>Unit 4, Week 3: Individualized Daily Reading, p. 135  <i>Students read independently and then discuss their book with partners answering the following questions: "What happens in your book? Who is the main character? How would you describe the main character? What happens to the character?"</i></p> <p>Unit 5, Week 2: Galimoi, pp. 158-160  <i>Students use prompts to answer questions about a story and to support reasons for thinking.</i></p>
<p>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>In the <i>Making Meaning</i> program, students discuss important messages that authors include in stories.</p>	<p>Unit 9, Week 2: <i>Me First</i>, p. 345  <i>Students discuss the central message of a story.</i></p>
<p>3. Describe how characters in a story respond to major events and challenges.</p>	<p>In the <i>Making Meaning</i> program, students explore the ways in which characters deal with problems or challenges they face.</p>	<p>Unit 3, Week 2: "Dry Skin" in <i>Poppleton and Friends</i>, p. 83  <i>Students answer questions about a problem the main character faces, how he deals with it, and how he solves the problem.</i></p> <p>Unit 4, Week 1: <i>What Mary Jo Shared</i>, p. 110  <i>"What problems does Mary Jo face in this story? How does she solve them?"</i></p> <p>Unit 9, Week 3: <i>Big Al</i>, p. 350  <i>"What is the problem in this story? Why do you think Big Al has trouble making friends? What are some things Big Al does to try to be friends with the little fish? How is his problem solved at the end?"</i></p>

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR LITERATURE FOR GRADE 2

Grade-level Expectations	Application in Programs	Examples
<i>Craft and Structure</i>		
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	In the <i>Making Meaning</i> program, students learn how rhyming words supply rhythm and meaning in a story or poem.	Unit 3, Week 1: Extension, p. 79 Students discuss rhyming words and how they are used to supply rhythm in a poem. "What do you notice about the words tiny and shiny? How are they alike?"
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	During the <i>Making Meaning</i> program, students discuss important ideas heard in the beginning, middle, and end of a story.	Unit 1, Week 2: <i>Shelia the Brave</i> , p. 23 During a read-aloud, students stop and discuss important ideas they heard in the beginning, middle, and end of the story. "What has happened so far in the story? What's happening now?"  Unit 4, Week 3: <i>Chester's Way</i> , p. 134 "How are things different at the end of the story from the way they were in the beginning?"
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		
<i>Integration of Knowledge and Ideas</i>		
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	In the <i>Making Meaning</i> program, students use information from illustrations and words to demonstrate an understanding of characters, setting, or plot.	Unit 3, Week 2: "Dry Skin" in <i>Poppleton and Friends</i> , p. 86 "How do you picture Poppleton? How do the words 'dry as an old apple' help you get a picture of Poppleton's dry skin?"
8. (Not applicable to literature)		
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.		

## DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8

### LANGUAGE STANDARDS FOR GRADE 2

Grade-level Expectations	Application in Programs	Examples
<p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>In the <i>Making Meaning</i> program, students learn how to use a glossary to determine the meaning of words in nonfiction text.</p>	<p>Unit 8, Week 1: <i>Snails</i>, p. 268 Students explore words that are <b>bolded in the text</b> and their meanings in the glossary.</p>
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurt</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p>		
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>During the <i>Making Meaning</i> program, students learn discussion prompts to build on one another's thinking.</p>	<p>Unit 5, Week 1: <i>The Ghost-Eye Tree</i>, pp. 148–149 Students use discussion prompts beginning with “I wonder” to make sense of the text.</p>



# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR LITERATURE FOR GRADE 2

### Grade-level Expectations

### Application in Programs

### Examples

#### Key Ideas and Details

<p>1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>In the <i>Making Meaning</i> program, students ask and answer questions before, during, and after a read-aloud to demonstrate that they understand main ideas in a fiction story.</p>	<p>Unit 1, Week 1: McDuff Moves In, p. 6  <i>"Why does the little white dog go to Fred and Lucy's house? What in the story makes you think that?"</i></p> <p>Unit 4, Week 3: Individualized Daily Reading, p. 135  <i>Students read independently and then discuss their book with partners answering the following questions: "What happens in your book? Who is the main character? How would you describe the main character? What happens to the character?"</i></p> <p>Unit 5, Week 2: Galimoto, pp. 158-160  <i>Students use prompts to answer questions about a story and to support reasons for thinking.</i></p> <p>Unit 9, Week 2: Me First, p. 345  <i>Students discuss the central message of a story.</i></p>
<p>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>In the <i>Making Meaning</i> program, students discuss important messages that authors include in stories.</p>	<p>Unit 3, Week 2: "Dry Skin" in <i>Poppleton and Friends</i>, p. 83  <i>Students answer questions about a problem the main character faces, how he deals with it, and how he solves the problem.</i></p> <p>Unit 4, Week 1: <i>What Mary Jo Shared</i>, p. 110  <i>"What problems does Mary Jo face in this story? How does she solve them?"</i></p> <p>Unit 9, Week 3: <i>Big Al</i>, p. 350  <i>"What is the problem in this story? Why do you think Big Al has trouble making friends? What are some things Big Al does to try to be friends with the little fish? How is his problem solved at the end?"</i></p>
<p>3. Describe how characters in a story respond to major events and challenges.</p>	<p>In the <i>Making Meaning</i> program, students explore the ways in which characters deal with problems or challenges they face.</p>	<p>Unit 3, Week 2: "Dry Skin" in <i>Poppleton and Friends</i>, p. 83  <i>Students answer questions about a problem the main character faces, how he deals with it, and how he solves the problem.</i></p> <p>Unit 4, Week 1: <i>What Mary Jo Shared</i>, p. 110  <i>"What problems does Mary Jo face in this story? How does she solve them?"</i></p> <p>Unit 9, Week 3: <i>Big Al</i>, p. 350  <i>"What is the problem in this story? Why do you think Big Al has trouble making friends? What are some things Big Al does to try to be friends with the little fish? How is his problem solved at the end?"</i></p>

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8

## READING STANDARDS FOR LITERATURE FOR GRADE 2

Grade-level Expectations	Application in Programs	Examples
<i>Craft and Structure</i>		
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	In the <i>Making Meaning</i> program, students learn how rhyming words supply rhythm and meaning in a story or poem.	Unit 3, Week 1: Extension, p. 79 Students discuss rhyming words and how they are used to supply rhythm in a poem. “What do you notice about the words tiny and shiny? How are they alike?”
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	During the <i>Making Meaning</i> program, students discuss important ideas heard in the beginning, middle, and end of a story.	Unit 1, Week 2: <i>Shelia the Brave</i> , p. 23 During a read-aloud, students stop and discuss important ideas they heard in the beginning, middle, and end of the story. “What has happened so far in the story? What’s happening now?”  Unit 4, Week 3: <i>Chester’s Way</i> , p. 134 “How are things different at the end of the story from the way they were in the beginning?”
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		
<i>Integration of Knowledge and Ideas</i>		
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	In the <i>Making Meaning</i> program, students use information from illustrations and words to demonstrate an understanding of characters, setting, or plot.	Unit 3, Week 2: “Dry Skin” in <i>Poppleton and Friends</i> , p. 86 “How do you picture Poppleton? How do the words ‘dry as an old apple’ help you get a picture of Poppleton’s dry skin?”
8. (Not applicable to literature)		
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.		

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8

READING STANDARDS FOR LITERATURE FOR GRADE 2		
Grade-level Expectations	Application in Programs	Examples
<p>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.</p>	<p style="text-align: center;"><i>Range of Reading and Level of Text Complexity</i></p> <p>The <i>Making Meaning</i> program provides opportunities for students to read grade appropriate text independently on a daily basis through Individualized Daily Reading (IDR). Teachers confer with students periodically during this time to assess multiple reading strategies.</p>	<p>Unit 1, Week 2: Individualized Daily Reading (IDR), p. 25  <i>Students are introduced to IDR and learn the procedures for using the library and for independent reading. They also learn how to complete their "reading Log" and select books to read independently.</i></p> <p>Unit 2, Week 2: Individualized Daily Reading, p. 59  <i>The teacher checks in with students to make sure he or she is reading at an appropriate reading level and makes sure they understand what they are reading.</i></p> <p>Unit 4, Week 3: Individualized Daily Reading, p. 137  <i>Students infer about characters in their books and teachers document IDR conferences.</i></p> <p>Unit 5, Week 2: Independent Strategy Practice, pp. 163–164  <i>Teachers model wondering with independent reading.</i></p>

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR INFORMATIONAL TEXT FOR GRADE 2

Grade-level Expectations	Application in Programs	Examples
<p>1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p><i>Key Ideas and Details</i></p> <p>In the <i>Making Meaning</i> program, students continue to identify what they learn from nonfiction. They use the comprehension strategy of wondering to help them generate logical questions about the story.</p>	<p>Unit 7, Week 1: <i>It Could Still Be a Worm</i>, p. 220            “What did you learn about different worms’ sizes?”</p> <p>Unit 7, Week 2: <i>Fishes</i>, p. 236            “Now that you learned some information about fish, what are you wondering about them?”</p> <p>Unit 7, Week 3: Independent Strategy Practice, pp. 256–257            “What other questions do you have now that you’ve read some of the book?”</p> <p>Unit 8, Week 1: <i>Snails</i>, p. 267            “After looking at this picture, what do you remember about where you might find snails?”</p>
<p>2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>	<p>In the <i>Making Meaning</i> program, students explore important ideas in expository nonfiction and use inference to think about what is important in text.</p>	<p>Unit 7, Week 2: <i>Fishes</i>, pp. 237–239            Students learn and discuss the body parts of fish as they are broken up in to multiple paragraphs.</p> <p>Unit 9, Week 1: “Wild Rides,” p. 321            “If someone asked you what this article is about, what would you tell him or her? What is the most important thing to remember from the part you just heard?”</p> <p>Unit 9, Week 1: Extension, p. 333            Students discuss the titles authors choose for their articles. “Do you think ‘A Nose for the Arts’ is a good title for the article you heard today? Why or why not?”</p>

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR INFORMATIONAL TEXT FOR GRADE 2

Grade-level Expectations	Application in Programs	Examples
<p>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>In the <i>Making Meaning</i> program, students make connections to scientific ideas and concepts by following directions found in functional text.</p>	<p>Unit 7, Week 3: Extension, p. 250 Students make and observe bubbles after hearing a story about how to make bubbles.</p> <p>Unit 8, Week 3: "Classic Smoothie," p. 309 Students read a set of directions and discuss expository text features found in the article. Students can make the smoothies, but this is an optional activity.</p>
<p><i>Craft and Structure</i></p>		
<p>4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p>In the <i>Making Meaning</i> program, students use a glossary to help them determine the meaning of words in nonfiction books.</p>	<p>Unit 7, Week 1: <i>It Could Still Be a Worm</i>, p. 221 Students explore the "words to know" section of the text to determine the meaning of words in the book.</p> <p>Unit 8, Week 1: <i>Snails</i>, p. 268 Students learn the purpose of and use a glossary to determine the meaning of words.</p>
<p>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.</p>	<p>In Unit 8 of the <i>Making Meaning</i> program, students read expository nonfiction, including books, articles, and functional texts, and explore text features to learn more about a topic.</p>	<p>Unit 8, Week 1: <i>Snails</i>, p. 263 Students explore the table of contents and start an "Expository Text Features" chart where they will create a list of text features they find throughout the unit.</p> <p>Unit 8, Week 1: <i>Snails</i>, p. 267 Students explore bolded words, glossaries, and an index and add these to their "Text Features" chart.</p> <p>Unit 8, Week 2: Individualized Daily Reading, p. 288 Students explore text features found in their independent reading books and answer questions about the text features.</p>

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR INFORMATIONAL TEXT FOR GRADE 2

Grade-level Expectations	Application in Programs	Examples
<p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>In the <i>Making Meaning</i> program, students read different kinds of nonfiction texts and explore the purpose behind the information the author shares.</p>	<p>Unit 8, Week 3: Extension, p. 312  <i>Students begin to understand the purposes of functional texts by walking around the school and finding real-world examples.</i></p> <p>Unit 9, Week 1: "A Nose for the Arts," p. 331  <i>"What are one or two things the author really wants you to remember from this part?"</i></p> <p>Unit 9, Week 3: <i>Big AI</i>, p. 351  <i>"What do you think the author wants us to think about or learn from this story?"</i></p>
<p><i>Integration of Knowledge and Ideas</i></p>		
<p>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>In the <i>Making Meaning</i> program, students explore diagrams in expository nonfiction, and are able to explain how the diagrams help them understand what they are reading.</p>	<p>Unit 7, Week 2: <i>Fishes</i>, pp. 237-238  <i>Students use a labeled diagram to identify body parts of a fish.</i></p> <p>Unit 8, Week 2: <i>Bend and Stretch</i>, p. 279  <i>Students are shown a diagram of a human rib cage with labels to show the different body parts.</i></p> <p>Unit 9, Week 1: "Summer of the Shark," p. 326  <i>"What are the important ideas about sharks in this article? Why do you think so?"</i></p> <p>Unit 9, Week 3: <i>Erandi's Braids</i>, p. 356  <i>"What are some other important ideas in this story? What makes you think that?"</i></p>
<p>8. Describe how reasons support specific points the author makes in a text.</p>	<p>In the <i>Making Meaning</i> program, students explain important ideas in a nonfiction selection, and give reasons to support the main idea.</p>	
<p>9. Compare and contrast the most important points presented by two texts on the same topic.</p>		

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR INFORMATIONAL TEXT FOR GRADE 2

### Grade-level Expectations

### Application in Programs

### Examples

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

10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

The *Making Meaning* program provides opportunities for students to read grade appropriate text independently on a daily basis through Individualized Daily Reading. Teachers confer with students periodically during this time to assess multiple reading strategies.

Unit 6, Week 2: Extension, p. 203  
*Students read autobiographical stories by Tomie dePaola and make personal connections to the stories.*

Unit 7, Week 1: Individualized Daily Reading, p. 222  
*Students preview nonfiction text before reading independently.*

Unit 8, Week 1: Individualized Daily Reading, p. 266  
*Students discuss what they learned from their independent reading selection.*

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8

## WRITING STANDARDS FOR GRADE 2

Grade-level Expectations	Application in Programs	Examples
<i>Text Types and Purposes</i>		
1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i> ) to connect opinion and reasons, and provide a concluding statement or section.		
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		
<i>Production and Distribution of Writing</i>		
4. (Begins in grade 3)		
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		
<i>Research to Build and Present Knowledge</i>		
7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).		
8. Recall information from experiences or gather information from provided sources to answer a question.		



**DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8**

WRITING STANDARDS FOR GRADE 2		
Grade-level Expectations	Application in Programs	Examples
9. (Begins in grade 4)		
Range of Writing		
10. (Begins in grade 3)		

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## SPEAKING AND LISTENING STANDARDS FOR GRADE 2

Grade-level Expectations	Application in Programs	Examples
<i>Comprehension and Collaboration</i>		
<p>1. Participate in collaborative conversations with diverse partners about <i>grade 2</i> topics and texts with peers and adults in small and larger groups.</p>	<p>In the <i>Making Meaning</i> program, students are taught cooperative structures to increase their accountability and engagement for participation. Students learn to work together, develop social skills, and take responsibility for their learning. They use “Turn to Your Partner,” “Think, Pair, Share,” “Think, Pair, Write,” and “Heads Together” as ways to discuss ideas and have meaningful conversations with peers.</p>	<p>Unit 1, pp. 8–10 Unit 3, pp. 103–104 Unit 4, pp. 116–117 Unit 6, pp. 212–213</p>
<p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>In the <i>Making Meaning</i> program, students are introduced to and follow agreed-upon rules for discussions. They learn how to treat each other with respect and how to take turns speaking.</p>	<p>Unit 1, pp. 4–5, pp. 18–20, pp. 21–22 Unit 3, pp. 70–73 Unit 4, p. 108</p>
<p>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</p>	<p>Throughout the <i>Making Meaning</i> program, students learn the procedures for “Turn to Your Partner” and “Think, Pair, Share,” and they learn to share their partner’s thinking with the class.</p>	<p>Unit 1, pp. 4–5, pp. 18–20, pp. 21–22 Unit 2, pp. 48–50, p. 65 Unit 3, p. 72 Unit 5, pp. 152–154</p>
<p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>Students learn to see themselves as contributing members of a caring community in the <i>Making Meaning</i> program. If students do not understand something, they are encouraged to ask questions for further explanation.</p>	<p>Unit 1, pp. 4–5, pp. 18–20, pp. 21–22 Unit 2, pp. 48–50, p. 65 Unit 3, p. 72 Unit 5, pp. 152–154</p>
<p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>Students respond to literature by talking with their partner and/or the whole class throughout the <i>Making Meaning</i> program.</p>	<p>Unit 9, pp. 318–322</p>

# DSC Correlation to the Common Core State Standards: *Making Meaning*® for Grades K–8

## SPEAKING AND LISTENING STANDARDS FOR GRADE 2

Grade-level Expectations	Application in Programs	Examples
<p>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.</p>	<p>During the <i>Making Meaning</i> program, students discuss important ideas with their partners, and then each student shares their partner's ideas with the class. Students also use discussion prompts to develop "I wonder" statements, which helps them generate questions during a read-aloud.</p>	<p>Unit 5, pp. 148–149, pp. 161–162 Unit 7, pp. 225–227</p>
<p><i>Presentation of Knowledge and Ideas</i></p>		
<p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>Students discuss experiences with partners in the <i>Making Meaning</i> program. They share their partner's thinking and ideas with the class.</p>	<p>Unit 1, p. 9, p. 12 Unit 2, pp. 49–50 Unit 3, pp. 77–78 Unit 7, pp. 225–227, p. 249</p>
<p>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.</p>	<p>Students show their comprehension of text by adding illustrations to written responses during the <i>Making Meaning</i> program. They share these illustrations with their partners.</p>	<p>Unit 2, pp. 61–62 Unit 3, pp. 77–78</p>
<p>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.)</p>	<p>Throughout the <i>Making Meaning</i> program, writing and speaking in complete sentences is modeled and encouraged in every task.</p>	<p>Unit 4, pp. 127–128 Unit 5, pp. 152–154</p>

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8

## READING STANDARDS: FOUNDATIONAL SKILLS FOR GRADE 2

Grade-level Expectations	Application in Programs	Examples
<i>Print Concepts</i>		
1. (Not listed for grade 2)		
<i>Phonological Awareness</i>		
2. (Not listed for grade 2)		
<i>Phonics and Recognition</i>		
3. Know and apply grade-level phonics and word analysis skills in decoding words.		
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.		
b. Know spelling-sound correspondences for additional common vowel teams.		
c. Decode regularly spelled two-syllable words with long vowels.		
d. Decode words with common prefixes and suffixes.		
e. Identify words with inconsistent but common spelling-sound correspondences.		
f. Recognize and read grade-appropriate irregularly spelled words.		

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS: FOUNDATIONAL SKILLS FOR GRADE 2

Grade-level Expectations	Application in Programs	Examples
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p style="text-align: center;"><i>Fluency</i></p> <p>The <i>Making Meaning</i> program provides opportunities for students to read grade appropriate text independently on a daily basis through Individualized Daily Reading (IDR). Teachers confer with students periodically during this time to assess multiple reading strategies.</p>	<p>Unit 6, Week 2: Extension, p. 203 Students read autobiographical stories by Tomie dePaola and make personal connections to the stories.</p> <p>Unit 7, Week 1: Individualized Daily Reading, p. 222 Students preview nonfiction text before reading independently.</p> <p>Unit 8, Week 1: Individualized Daily Reading, p. 266 Students discuss what they learned from their independent reading selection.</p>
<p>a. Read on-level text with purpose and understanding.</p>	<p>The <i>Making Meaning</i> program provides opportunities for students to read grade appropriate text independently on a daily basis through Individualized Daily Reading. Teachers confer with students periodically during this time to assess multiple reading strategies.</p>	<p>Unit 6, Week 2: Extension, p. 203 Students read autobiographical stories by Tomie dePaola and make personal connections to the stories.</p> <p>Unit 7, Week 1: Individualized Daily Reading, p. 222 Students preview nonfiction text before reading independently.</p> <p>Unit 8, Week 1: Individualized Daily Reading, p. 266 Students discuss what they learned from their independent reading selection.</p>

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS: FOUNDATIONAL SKILLS FOR GRADE 2

Grade-level Expectations	Application in Programs	Examples
<p>b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>The <i>Making Meaning</i> program provides opportunities for students to read grade appropriate text independently on a daily basis through Individualized Daily Reading. Teachers confer with students periodically during this time to assess multiple reading strategies.</p>	<p>Unit 6, Week 2: Extension, p. 203 Students read autobiographical stories by Tomie dePaola and make personal connections to the stories.</p> <p>Unit 7, Week 1: Individualized Daily Reading, p. 222 Students preview nonfiction text before reading independently.</p> <p>Unit 8, Week 1: Individualized Daily Reading, p. 266 Students discuss what they learned from their independent reading selection.</p>
<p>c. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>The <i>Making Meaning</i> program provides opportunities for students to read grade appropriate text independently on a daily basis through Individualized Daily Reading. Teachers confer with students periodically during this time to assess multiple reading strategies.</p>	<p>Unit 6, Week 2: Extension, p. 203 Students read autobiographical stories by Tomie dePaola and make personal connections to the stories.</p> <p>Unit 7, Week 1: Individualized Daily Reading, p. 222 Students preview nonfiction text before reading independently.</p> <p>Unit 8, Week 1: Individualized Daily Reading, p. 266 Students discuss what they learned from their independent reading selection.</p>

## DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8

### Grade 3

The following references are examples from the *Making Meaning* program from Developmental Studies Center that align to the Common Core State Standards for grade 3. This correlation is intended to illustrate the program's approach to these standards.

Grade-level Expectations	Application in Programs	Examples
<b>LANGUAGE STANDARDS FOR GRADE 3</b>		
<i>Conventions of Standard English</i>		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general		
b. Form and use regular and irregular plural nouns.		
c. Use abstract nouns (e.g., <i>childhood</i> ).		
d. Form and use regular and irregular verbs.		
e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i> ) verb tenses.		
f. Ensure subject-verb and pronoun-antecedent agreement.*		
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.		
h. Use coordinating and subordinating conjunctions.		
i. Produce simple, compound, and complex sentences.		
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
a. Capitalize appropriate words in titles.		

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8

## LANGUAGE STANDARDS FOR GRADE 3

Grade-level Expectations	Application in Programs	Examples
b. Use commas in addresses.		
c. Use commas and quotation marks in dialogue.		
d. Form and use possessives.		
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i> ).		
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		
<b>Knowledge of Language</b>		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
a. Choose words and phrases for effect.*		
b. Recognize and observe differences between the conventions of spoken and written standard English.	NA	
<b>Vocabulary Acquisition and Use</b>		
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.		
a. Use sentence-level context as a clue to the meaning of a word or phrase.		



# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8

## LANGUAGE STANDARDS FOR GRADES 3

Grade-level Expectations	Application in Programs	Examples
<p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless heat/preheat</i>).</p>		
<p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p>		
<p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>In the <i>Making Meaning</i> program, students explore expository text features in nonfiction text, including glossaries. They learn how to use glossaries as a resource to find the meanings of unknown words in their text.</p>	<p>Unit 6, Week 1: <i>Morning Meals Around the World</i>, pp. 287–290  <i>Students explore expository text features, including a glossary.</i></p>
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p>		
<p>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).</p>		
<p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p>		
<p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>		
<p>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., <i>After dinner that night we went looking for them</i>).</p>		

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR LITERATURE FOR GRADE 3

### Grade-level Expectations

### Application in Programs

### Examples

#### Key Ideas and Details

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

In the *Making Meaning* program, students begin to develop their own questions before, during, and after reading. They also support their reasoning with examples from what they've read.

Unit 3, Week 4: *City Green*, p. 144  
 "What is one thing you know about *Old Man Hammer* at the beginning of the story? How do you know this?"

Unit 4, Week 1: *Knots on a Counting Rope*, p. 184  
 "What questions are addressed directly in the story? How? What did you hear in the story that makes you agree or disagree?"

Unit 4, Week 2: *A Day's Work*, p. 195  
 "What is a question that got you and your partner to talk about the story? What did you hear in the reading that helped you talk about that question? Do others agree that the question is discussed in the story? What happens in the story to make you think so?"

Unit 4, Week 2: Assessment, p. 201  
 "Are the students able to ask questions about their story? Are their questions relevant to the characters or the plot of their story?"

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.

During the *Making Meaning* program, students read and discuss fables and other stories that are centered on an important theme or message.

Unit 3, Week 4: Extension, p. 141  
 Students discuss the theme in the story *City Green*.

Unit 8, Week 1: "The Camel Dances" in *Fables*, p. 406  
 Students learn about fables and discuss the important message that can be learned by reading the story.

Unit 8, Week 1: Extension, p. 420  
 Students read and discuss more fables from other books.

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR LITERATURE FOR GRADE 3

Grade-level Expectations	Application in Programs	Examples
<p>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>During the <i>Making Meaning</i> program, students learn how to describe characters in a story. They also learn how to make inferences about the main character after gaining information about him or her. They begin to ask specific questions about main characters to better understand the story.</p>	<p>Unit 3, Week 1: <i>The Paper Bag Princess</i>, p. 91  <i>Students brainstorm a list of character traits about a main character in the story. They also make inferences about the main character after discussing her traits.</i></p> <p>Unit 3, Week 2: <i>Julius, the Baby of the World</i>, p. 113  <i>Students create a character web about the main character. They also discuss character change and describe the character's feelings.</i></p> <p>Unit 4, Week 1: <i>The Girl Who Loved Wild Horses</i>, p. 176  <i>Students begin to ask questions about characters in a story to better understand character motives and development.</i></p>
<p><i>Craft and Structure</i></p>		
<p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p>	<p>During the <i>Making Meaning</i> program, students make inferences to determine the meaning of words and/or phrases that are used in text. Making inferences helps readers move beyond the literal to a deeper understanding of texts.</p>	<p>Unit 3, Week 3: <i>Boundless Grace</i>, p. 131; Student Response Book  <i>"What does Grace's nana mean when she says, "Families are what you make them?"</i></p> <p>Unit 4, Week 1: <i>The Girl Who Loved Wild Horses</i>, p. 181  <i>"The grandfather tells the boy, "You were born with a dark curtain in front of your eyes." What do you think that means?"</i></p> <p>Unit 4, Week 4: <i>Brave Irene</i>, p. 228  <i>Students make inferences about a main character based on an excerpt that is read aloud. "What does this excerpt tell you about Irene? What in the excerpt gives you that idea?"</i></p> <p>Unit 4, Week 4: Assessment, p. 229  <i>"Are the students able to make inferences about Irene? Can they identify clues in the excerpt that support their inferences?"</i></p>

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR LITERATURE FOR GRADES 3

Grade-level Expectations	Application in Programs	Examples
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.		
6. Distinguish their own point of view from that of the narrator or those of the characters.		
<i>Integration of Knowledge and Ideas</i>		
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).	In the <i>Making Meaning</i> program, students use illustrations from a story to help them make connections to the words in the story.	Unit 1, Week 2: <i>The Man Who Walked Between the Towers</i> , Teacher Note, p. 27
8. (Not applicable to literature)		
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).	During the <i>Making Meaning</i> program, students explore different stories written by the same author. They look for similarities and differences between characters and the story plots.	Unit 3, Week 2: Extension, p. 112 Students read other books by Kevin Henkes featuring the main character, Lily.  Unit 3, Week 5: Extension, p. 157 Students read other books about the main character Alexander, written by Judith Viorst. They compare and contrast the different books.

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR LITERATURE FOR GRADE 3

Grade-level Expectations	Application in Programs	Examples
<p>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><i>Range of Reading and Level of Text Complexity</i></p> <p>The <i>Making Meaning</i> program provides opportunities for students to read grade-appropriate text independently on a daily basis through Individualized Daily Reading (IDR). Teachers confer with students periodically during this time to assess multiple reading strategies.</p>	<p>Unit 1, Week 2: Individualized Daily Reading (IDR), p. 29  <i>Students are introduced to IDR and learn the procedure for the classroom library and independent reading. They are shown how to use their "Reading Logs" and practice reading independently.</i></p> <p>Unit 2, Week 3: Individualized Daily Reading, p. 77  <i>Students write in their IDR journals.</i></p> <p>Unit 3, Week 4: Independent Strategy Practice, p. 149  <i>Students review making inferences for characters and read independently and mark the text with self-stick notes.</i></p>

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR INFORMATIONAL TEXT FOR GRADES K-8

Grade-level Expectations	Application in Programs	Examples
	<i>Key Ideas and Details</i>	
<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>In the <i>Making Meaning</i> program, students explore nonfiction books by asking and answering questions to demonstrate that they understand the text. They must also show evidence from the text to support their reasoning.</p>	<p>Unit 5, Week 1: <i>Wilma Unlimited</i>, p. 267  <i>"What was Wilma Rudolph like? What did she do that showed what she was like?"</i></p> <p>Unit 6, Week 2: <i>Reptiles</i>, p. 303  <i>One thing you wanted to know about reptiles is how many kinds of snakes there are. Where might you find that information in the book?"</i></p> <p>Unit 7, Week 2: <i>What Is a Bat?</i>, p. 363; Student Response Book, p. 48  <i>Students use their Student Response Books to stop and ask questions during a read-aloud. When directed, students will write down any questions they have about the reading so far. At the end of the lesson, the questions are discussed as a whole-class.</i></p>
<p>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>During the <i>Making Meaning</i> program, students learn how to determine the main idea of a nonfiction text, and they are able to support the main idea with key details from the text.</p>	<p>Unit 8, Week 2: <i>Lifetimes</i>, p. 435  <i>"What lesson might the author want people to learn from elephants? What in the text makes you think that?"</i></p> <p>Unit 8, Week 2: Assessment, p. 435  <i>"Can the students use the text to infer important ideas? Can the students support their thinking with evidence from the text?"</i></p>
<p>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>During the <i>Making Meaning</i> program, students read about and discuss the cause and effect relationship between scientific ideas.</p>	<p>Unit 7, Week 2: Extension, p. 390  <i>Students read about the effects that global warming has on polar bears.</i></p>
	<i>Craft and Structure</i>	
<p>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>During the <i>Making Meaning</i> program, students explore text features such as a glossary to determine word meanings.</p>	<p>Unit 6, Week 1: <i>Morning Meals Around the World</i>, p. 285  <i>Students are introduced to a glossary.</i></p>

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR INFORMATIONAL TEXT FOR GRADE 3

Grade-level Expectations	Application in Programs	Examples
<p>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>During the <i>Making Meaning</i> program, students learn how to use expository text features found in expository nonfiction books, articles, and functional texts.</p>	<p>Unit 6, Week 1: <i>Morning Meals Around the World</i>, p. 279  <i>Students are introduced to expository text and begin the Expository Text Features chart. They explore the table of contents in this lesson.</i></p> <p>Unit 6, Week 2: <i>Reptiles</i>, p. 297  <i>Students add to the Expository Text Features chart and explore photographs and captions found in expository text.</i></p> <p>Unit 6, Week 2: Assessment, p. 305  <i>Do the students recognize text features? Do they have a sense of what information each feature contributes?</i></p> <p>Unit 6, Week 3: "Origami," p. 327  <i>Students examine a text box and learn how this feature helps readers gain more information about a topic.</i></p>
<p>6. Distinguish their own point of view from that of the author of a text.</p>	<p>The <i>Making Meaning</i> program provides many opportunities for students to identify favorite texts through book recommendations, while providing evidence to support their opinion.</p>	<p>Unit 9: Guided Strategy Practice, pp. 462-473</p>
<p><i>Integration of Knowledge and Ideas</i></p>		
<p>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>During Unit 6 of the <i>Making Meaning</i> program, students explore how diagrams, photographs, and captions help readers make sense of informational material.</p>	<p>Unit 6, Week 1: <i>Reptiles</i>, p. 298  <i>"What did you learn about reptiles from the photographs and captions?"</i></p> <p>Unit 6, Week 2: Individualized Daily Reading, p. 309  <i>Students explore text features in expository text independently.</i></p> <p>Unit 6, Week 3: "Hop to It," p. 314  <i>"How do these diagrams help you understand the article?"</i></p>

## DSC Correlation to the Common Core State Standards: *Making Meaning*® for Grades K–8

### READING STANDARDS FOR INFORMATIONAL TEXT FOR GRADE 3

Grade-level Expectations	Application in Programs	Examples
<p>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>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>In Unit 5 of the <i>Making Meaning</i> program, students compare and contrast Olympic athletes after reading a biography about Wilma Ruidolph.</p>	<p>Unit 5, Week 3: Extension, p. 270 Students read about other Olympic athletes and compare and contrast the main ideas to the life of Wilma Ruidolph.</p>
<i>Range of Reading and Level of Text Complexity</i>		
<p>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>The <i>Making Meaning</i> program provides opportunities for students to read grade-appropriate text independently on a daily basis through Individualized Daily Reading. Teachers confer with students periodically during this time to assess multiple reading strategies.</p>	<p>Unit 5, Week 1: Individualized Daily Reading, p. 242 Students review reading comprehension strategies, and at the end of independent reading, they discuss the reading strategies they used.</p> <p>Unit 6, Week 2: Individualized Daily Reading, p. 302 Students use schema to understand nonfiction text.</p> <p>Unit 7, Week 1: Individualized Daily Reading, p. 350 Students read and wonder.</p>



# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8

## WRITING STANDARDS FOR GRADE 3

Grade-level Expectations	Application in Programs	Examples
Text Types and Purposes		
1. Write opinion pieces on topics or texts, supporting a point of view with reasons.		
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.		
b. Provide reasons that support the opinion.		
c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i> ) to connect opinion and reasons.		
d. Provide a concluding statement or section.		
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.		
b. Develop the topic with facts, definitions, and details.		
c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i> ) to connect ideas within categories of information.		
d. Provide a concluding statement or section.		
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.		

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8

## WRITING STANDARDS FOR GRADE 3

Grade-level Expectations	Application in Programs	Examples
<p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>		
<p>c. Use temporal words and phrases to signal event order.</p>		
<p>d. Provide a sense of closure.</p>		
<i>Production and Distribution of Writing</i>		
<p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>		
<p>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 standards 1–3 up to and including grade 3 on pages 28 and 29 [of the <i>Common Core State Standards for English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</i>].)</p>		
<p>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.</p>		
<i>Research to Build and Present Knowledge</i>		
<p>7. Conduct short research projects that build knowledge about a topic.</p>		
<p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>		

# DSC Correlation to the Common Core State Standards: *Making Meaning*® for Grades K–8

WRITING STANDARDS FOR GRADE 3		
Grade-level Expectations	Application in Programs	Examples
9. (Begins in grade 4)		
<i>Range of Writing</i>		
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.		

# DSC Correlation to the Common Core State Standards: *Making Meaning*® for Grades K–8

## Speaking and Listening Standards for Grade 3

Grade-level Expectations	Application in Programs	Examples
<i>Comprehension and Collaboration</i>		
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>During the <i>Making Meaning</i> program, students are taught cooperative structures to increase their accountability and engagement for participation. They learn to work together, develop social skills, and take responsibility for their learning. They use "Turn to Your Partner," "Think, Pair, Share," "Think, Pair, Write," and "Class Meetings" as ways to discuss ideas and have meaningful conversations with peers.</p>	<p>Unit 1, pp. 4–5, pp. 8–10, pp. 20–23 Unit 3, pp. 117–119</p>
<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>In the <i>Making Meaning</i> program, students come to class prepared for discussions after listening to a read-aloud, or reading independently. They express their ideas and opinions meaningfully with partners and during whole-class discussion.</p>	<p>Unit 1, pp. 4–5, pp. 8–10, pp. 20–23 Unit 3, pp. 117–119</p>
<p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p><i>Making Meaning</i> students learn cooperative structures that they will use throughout the year, as well as discussion prompts to help them listen and connect their comments during class discussions. They begin conferring with each other about their writing in a caring and responsible way.</p>	<p>Unit 1, p. 11 Unit 1, p. 22 Unit 2, p. 40 Unit 5, p. 27</p>
<p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p>Students learn to act responsibly as they carry out various procedures within the <i>Making Meaning</i> community, including asking questions for clarification.</p>	<p>Unit 4, pp. 170–172, p. 181, p. 183–185</p>
<p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>In the <i>Making Meaning</i> program, students discuss stories using prompts such as "I agree with _____ because," "I disagree with _____ because," and "In addition to what _____ said, I think...."</p>	<p>Unit 3, p. 106, p. 115, pp. 127–128</p>
<p>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.</p>	<p>In the <i>Making Meaning and Being a Writer</i> programs, students present information orally and discuss the main ideas and supporting details of a read aloud through partner work and whole-class discussion.</p>	<p>Unit 2, p. 67 Unit 4, p. 176</p>

## DSC Correlation to the Common Core State Standards: *Making Meaning*® for Grades K–8

### SPEAKING AND LISTENING STANDARDS FOR GRADES K-8

Grade-level Expectations	Application in Programs	Examples
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Students ask and answer questions with partners after listening to a read-aloud in the <i>Making Meaning</i> program.	Unit 4, p. 191 Unit 4, p. 195
<i>Presentation of Knowledge and Ideas</i>		
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
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.		
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 [of the <i>Common Core State Standards for English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</i> ] for specific expectations.)	In the <i>Making Meaning</i> program, students discuss stories using prompts such as "I agree with _____ because," "I disagree with _____ because," and "In addition to what _____ said, I think...."	Unit 3, p. 106, p. 115, pp. 127–128

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS: FOUNDATIONAL SKILLS FOR GRADE 3

Grade-level Expectations	Application in Programs	Examples
<i>Print Concepts</i>		
1. (Not listed for grade 3)		
<i>Phonological Awareness</i>		
2. (Not listed for grade 3)		
<i>Phonics and Recognition</i>		
3. Know and apply grade-level phonics and word analysis skills in decoding words.		
a. Identify and know the meaning of the most common prefixes and derivational suffixes.		
b. Decode words with common Latin suffixes.		
c. Decode multi-syllable words.		
d. Read grade-appropriate irregularly spelled words.		
<i>Fluency</i>		
4. Read with sufficient accuracy and fluency to support comprehension.		
a. Read on-level text with purpose and understanding.		
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings		
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

## DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8

### Grade 4

The following references are examples from the *Making Meaning* program from Developmental Studies Center that align to the Common Core State Standards for grade 4. This correlation is intended to illustrate the program's approach to these standards.

LANGUAGE STANDARDS FOR GRADE 4		
Grade-level Expectations	Application in Programs	Examples
<i>Conventions of Standard English</i>		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
a. Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).		
b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.		
c. Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.		
d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ).		
e. Form and use prepositional phrases.		
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		
g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ). <sup>a</sup>		
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
a. Use correct capitalization.		
b. Use commas and quotation marks to mark direct speech and quotations from a text.		

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## LANGUAGE STANDARDS FOR GRADE 4

Grade-level Expectations	Application in Programs	Examples
<p>c. Use a comma before a coordinating conjunction in a compound sentence.</p>		
<p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>		
<i>Knowledge of Language</i>		
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>In the <i>Making Meaning</i> program, students use knowledge of language through discussion prompts, partner conversations, and using new vocabulary words in context.</p>	<p>Unit 5, Week 1: Teacher Note, p. 236 Students use the prompts, "I agree with _____, because..." and "I disagree with _____, because...."</p>
<p>a. Choose words and phrases to convey ideas precisely.</p>		
<p>b. Choose punctuation for effect *</p>		
<p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>		
<i>Vocabulary Acquisition and Use</i>		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p>		
<p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>		
<p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p>		
<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>In the <i>Making Meaning</i> program, students explore expository text features in nonfiction texts, including glossaries. They learn how to use glossaries as a resource to find the meanings of unknown words in a text.</p>	<p>Unit 2, Week 1: <i>Digging Up Tyrannosaurus Rex</i>, pp. 36-40 Students explore expository text features, including a glossary.</p>



# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8

## LANGUAGE STANDARDS FOR GRADE 4

Grade-level Expectations	Application in Programs	Examples
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		
<p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p>		
<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>		
<p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>		
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>		

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR LITERATURE FOR GRADE 4

Grade-level Expectations	Application in Programs	Examples
<i>Key Ideas and Details</i>		
<p>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>In the <i>Making Meaning</i> program, students spend a great deal of time making inferences about important ideas they have read about in a text. They learn how to tell if the ideas are stated explicitly or implicitly in the text.</p>	<p>Unit 5, Week 1: Hurricane, p. 225  <i>"What is happening in these pages? How do you know the boys are just imagining these things, rather than actually experiencing them?"</i></p> <p>Unit 5, Week 1: Individualized Daily Reading, p. 234  <i>"What is one thing that you know based on the part you read today? Was that stated directly or indirectly in the text? Read us the passage where it is stated directly or indirectly, or where you had a clue to help you infer."</i></p> <p>Unit 6, Week 1: Amelia's Road, p. 291; Student Response Book, p. 33  <i>Students underline passages that help answer questions about the story. "What did you infer from that sentence about why Amelia is making the treasure box? Why does that inference make sense based on other things you know about her?"</i></p>
<p>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>In the <i>Making Meaning</i> program, students explore theme and make personal connections to the theme.</p>	<p>Unit 4, Week 3: <i>The Bat Boy &amp; the Violin</i>, p. 189  <i>Students discuss the themes of growing up and conflicts with parents.</i></p> <p>Unit 4, Week 4: Extension, p. 215  <i>Students read books on the theme of being different.</i></p> <p>Unit 6, Week 4: <i>A Picture Book of Harriet Tubman</i>, p. 342  <i>Students explore the social and ethical themes in the story and make personal connections.</i></p>

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR LITERATURE FOR GRADE 4

Grade-level Expectations	Application in Programs	Examples
<p>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>In the <i>Making Meaning</i> program, students analyze text structure and use specific examples from the text to make inferences to describe characters, settings, and events.</p>	<p>Unit 4, Week 1: <i>Thunder Cake</i>, p. 159  <i>"What do we know about when this story takes place? Where it takes place? Is the setting important in the story? Explain."</i></p> <p>Unit 4, Week 2: <i>Chicken Sunday</i>, p. 175  <i>Students discuss character change.</i></p> <p>Unit 5, Week 2: Individualized Daily Reading, p. 257  <i>"What is happening in your story right now? What did you figure out about [a character, the setting, what is happening] that the author did not tell you directly? How did you figure that out?"</i></p>
<p><b>Craft and Structure</b></p>		
<p>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., Hercules).</p>	<p>In the <i>Making Meaning</i> program, students make inferences to determine the meanings of unknown words and phrases.</p>	<p>Unit 5, Week 2: <i>My Man Blue</i>, p. 243  <i>"What do you think these lines mean? Explain your thinking."</i></p>
<p>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.</p>	<p>In the <i>Making Meaning</i> program, students develop an understanding of what poetry is by exploring images, sounds, and forms.</p>	<p>Unit 5, Week 2: "My Man Blue," p. 241  <i>"Think about poems you have heard and read. What do you know about poems?"</i></p>
<p>6. Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.</p>		
<p><b>Integration of Knowledge and Ideas</b></p>		
<p>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.</p>		
<p>8. (Not applicable to literature)</p>		

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR LITERATURE FOR GRADE 4

Grade-level Expectations	Application in Programs	Examples
<p>9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>		
<p><i>Range of Reading and Level of Text Complexity</i></p>		
<p>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.</p>	<p>The <i>Making Meaning</i> program provides opportunities for students to read grade appropriate text independently on a daily basis through Individualized Daily Reading (IDR). Teachers confer with students periodically during this time to assess multiple reading strategies.</p>	<p>Unit 1, Week 2: Individualized Daily Reading (IDR), p. 26  <i>Students are introduced to IDR and learn the procedure for using the classroom library and for independent reading. They learn how to fill out their "reading logs" and practice reading independently.</i></p> <p>Unit 4, Week 1: Individualized Daily Reading, p. 160  <i>Students discuss character, setting, and plot.</i></p> <p>Unit 6, Week 2: Individualized Daily Reading, p. 303  <i>Students practice previewing a text before reading.</i></p>

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR INFORMATIONAL TEXT FOR GRADE 4

Grade-level Expectations	Application in Programs	Examples
	<i>Key Ideas and Details</i>	
<p>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>In the <i>Making Meaning</i> program, students refer to details and examples in a text, both when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Unit 6, Week 3: <i>Coming to America</i>, p. 326 Students highlight clues to inferences.</p> <p>Unit 6, Week 4: Assessment, p. 349 Are the students underlining sentences that give clues about why John Brown called Harriet "General Tubman? Can they support their inferences using evidence from the text?</p>
<p>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>In the <i>Making Meaning</i> program, students learn how to determine the main idea of a text, as well as the supporting ideas. They learn how to summarize text through note taking, how to summarize information orally, and how to analyze summaries.</p>	<p>Unit 8, Week 1: <i>Flight</i>, p. 453 Students use "Think, Pair, Write" to think about what is important in a text. The teacher models thinking about what is important, and then the class discusses which ideas seemed to be the most important and why.</p> <p>Unit 8, Week 2: <i>A Picture Book of Amelia Earhart</i>, p. 477 Students review important ideas and identify important and supporting ideas.</p> <p>Unit 8, Week 3: <i>In My Own Backyard</i>, p. 501 Students are shown how to summarize a book, and as a class complete a summary of the book.</p> <p>Unit 8, Week 4: Excerpt from <i>A Picture Book of Rosa Parks</i>, p. 513 Students practice taking notes and underlining important ideas. They practice summarizing their reading orally during IDR.</p>

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS FOR INFORMATIONAL TEXT FOR GRADE 4

Grade-level Expectations	Application in Programs	Examples
<p>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>During the <i>Making Meaning</i> program, students read historical text and explain important events in the story, including what happened and why it happened.</p>	<p>Unit 7, Week 3: <i>Farm Workers Unite</i>, p. 407  <i>Students read about the history of migrant workers and the important role they play on today's society. "What are some important things we've learned from Chapter 2 about what life was like for many migrant farm workers?"</i></p> <p>Unit 8, Week 1: <i>Flight</i>, p. 450  <i>"What happened in the part of the story you just heard?"</i></p>
<p><i>Craft and Structure</i></p>		
<p>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>In the <i>Making Meaning</i> program, students use a glossary to determine unknown meanings of words found in informational texts.</p>	<p>Unit 7, Week 3: Extension, p. 429  <i>Students use a glossary.</i></p>
<p>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>During Unit 7 of the <i>Making Meaning</i> program, students learn how authors organize information using chronological order and compare/contrast. They will study these concepts in depth in grade 5 and grade 6.</p>	<p>Unit 7, Week 4: <i>Farm Workers Unite</i>, p. 433  <i>Students discuss and notice chronological relationships.</i></p> <p>Unit 7, Week 4: <i>Farm Workers Unite</i>, p. 435  <i>Students discuss compare/contrast relationships.</i></p>
<p>6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>In the <i>Making Meaning</i> program, students compare and contrast firsthand and secondhand experiences from two different characters in a story.</p>	<p>Unit 7, Week 4: Assessment, p. 440  <i>Do students recognize chronological and compare/contrast relationships in their reading?</i></p> <p>Unit 7, Week 4: <i>Farm Workers Unite</i>, p. 435  <i>Students compare and contrast character experiences.</i></p>

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8

## READING STANDARDS FOR INFORMATIONAL TEXT FOR GRADE 4

Grade-level Expectations	Application in Programs	Examples
<i>Integration of Knowledge and Ideas</i>		
<p>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>In the <i>Making Meaning</i> program, students analyze text features in expository text such as charts, time lines, diagrams, and maps.</p>	<p>Unit 2, Week 2: "Tying the Score," p. 59 Students answer questions about information found in a chart.</p> <p>Unit 2, Week 3: <i>Italian Americans</i>, p. 81 Students analyze a time line to gather data about Italian Americans.</p> <p>Unit 2, Week 3: Assessment, p. 81 Are the students able to recognize all the text features? Are they able to make sense of the information on the text feature?</p> <p>Unit 7, Week 1: "Virtual Worlds," p. 361 "According to this article, what are some of the reasons playing video games might be bad for the people who play them?"</p> <p>Unit 7, Week 1: Assessment, p. 376 Are students able to identify examples that support the point of view expressed in the article?</p> <p>Unit 7, Week 1: "School Uniforms," p. 377 "What did you and your partner underline in the article that supports the point of view that wearing school uniforms is a good idea?"</p> <p>Unit 7, Week 1: Extension, p. 366 Students read more articles about video games and discuss the pros and cons of playing video games.</p>
<p>8. Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>During the <i>Making Meaning</i> program, students explain how the author uses reasons and evidence to support particular points in a text.</p>	
<p>9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>In the <i>Making Meaning</i> program, students are able to integrate information from two or more texts on the same subject in order to form an opinion about, and to write or speak clearly about the subject.</p>	

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8

READING STANDARDS FOR INFORMATIONAL TEXT FOR GRADE 4		
Grade-level Expectations	Application in Programs	Examples
<i>Range of Reading and Level of Text Complexity</i>		
<p>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>The <i>Making Meaning</i> program provides opportunities for students to read grade appropriate text independently on a daily basis through Individualized Daily Reading. Teachers confer with students periodically during this time to assess multiple reading strategies.</p>	<p>Unit 7, Week 2: "City of Lawrence Street Map," p. 395  <i>Students read functional texts with partners.</i></p> <p>Unit 7, Week 3: <i>Farm Workers Unite</i>, p. 406  <i>Students read textbooks to learn about the history of farming in the United States.</i></p> <p>Unit 7, Week 3: Individualized Daily Reading, p. 411  <i>Students practice reading textbooks.</i></p> <p>Unit 8, Week 1: Independent Daily Reading, p. 451  <i>Students mark and discuss comprehension strategies.</i></p>



# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## WRITING STANDARDS FOR GRADE 4

Grade-level Expectations	Application in Programs	Examples
<i>Text Types and Purposes</i>		
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>		
<p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p>		
<p>b. Provide reasons that are supported by facts and details.</p>		
<p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p>		
<p>d. Provide a concluding statement or section related to the opinion presented.</p>		
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>		
<p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>		
<p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>		
<p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p>		
<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>		

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8

<b>WRITING STANDARDS FOR GRADE 4</b>		
Grade-level Expectations	Application in Programs	Examples
<p>e. Provide a concluding statement or section related to the information or explanation presented.</p>		
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>		
<p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>		
<p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>		
<p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p>		
<p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>		
<p>e. Provide a conclusion that follows from the narrated experiences or events.</p>		
<i>Production and Distribution of Writing</i>		
<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>		
<p>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 standards 1–3 up to and including grade 4 on pages 28 and 29 [of the CCSS1 Standards].)</p>		

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8

## WRITING STANDARDS FOR GRADE 4

Grade-level Expectations	Application in Programs	Examples
<p>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 one page in a single sitting.</p>		
<i>Research to Build and Present Knowledge</i>		
<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>		
<p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>		
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		
<p>a. Apply <i>grade 4 Reading standards</i> to literature (e.g., "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>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>		
<i>Range of Writing</i>		
<p>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.</p>		

# DSC Correlation to the Common Core State Standards: *Making Meaning*® for Grades K-8

## Speaking and Listening Standards for Grade 4

Grade-level Expectations	Application in Programs	Examples
<i>Comprehension and Collaboration</i>		
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>In the <i>Making Meaning</i> program, students are taught cooperative structures to increase their accountability and engagement for participation. Students use "Turn to Your Partner," "Think, Pair, Share," "Think, Pair, Write," and "Class Meetings" as ways to discuss ideas and have meaningful conversations with peers.</p>	<p>Unit 1, pp. 4-6, pp. 8-10, pp. 11-12, pp. 13-15, pp. 18-19</p> <p>Unit 2, pp. 85-87</p> <p>Unit 4, pp. 158-159</p> <p>Unit 6, pp. 282-284</p>
<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>In the <i>Making Meaning</i> program, students come to class prepared for discussions after listening to a read-aloud, or reading independently. They express their ideas and opinions meaningfully with partners and during whole-class discussions.</p>	<p>Unit 1, pp. 4-6, pp. 8-10, pp. 11-12, pp. 13-15, pp. 18-19</p> <p>Unit 2, pp. 85-87</p> <p>Unit 4, pp. 158-159</p> <p>Unit 6, pp. 282-284</p>
<p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>In the <i>Making Meaning</i> program, students are taught cooperative structures to increase their accountability and engagement for participation. Students learn to work together, develop social skills, and take responsibility for their learning. Students use "Turn to Your Partner," "Think, Pair, Share," "Think, Pair, Write," and "Class Meetings" as ways to discuss ideas and have meaningful conversations with peers.</p>	<p>Unit 1, pp. 4-6, pp. 8-10, pp. 11-12, pp. 13-15, pp. 18-19</p> <p>Unit 2, pp. 85-87</p> <p>Unit 4, pp. 158-159</p> <p>Unit 6, pp. 282-284</p>
<p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	<p>In the <i>Making Meaning</i> program, students have many opportunities to ask and answer questions for clarification.</p>	<p>Unit 1, p. 8</p> <p>Unit 2, pp. 80-83</p> <p>Unit 5, pp. 113-115, pp. 118-120</p>
<p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>In the <i>Making Meaning</i> program, students participate in meaningful conversations with peers. They are expected to explain their own ideas during whole-class and peer discussions.</p>	<p>Unit 1, p. 8</p> <p>Unit 2, pp. 80-83</p> <p>Unit 5, pp. 113-115, pp. 118-120</p>

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8

## SPEAKING AND LISTENING STANDARDS FOR GRADE 4

Grade-level Expectations	Application in Programs	Examples
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
3. Identify the reasons and evidence a speaker provides to support particular points.		
<i>Presentation of Knowledge and Ideas</i>		
4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		
6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 [of the CCSS] Standards for specific expectations.)		

# DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K-8

## READING STANDARDS: FOUNDATIONAL SKILLS FOR GRADE 4

Grade-level Expectations	Application in Programs	Examples
<i>Print Concepts</i>		
1. (Not listed for grade 4)		
<i>Phonological Awareness</i>		
2. (Not listed for grade 4)		
<i>Phonics and Recognition</i>		
3. Know and apply grade-level phonics and word analysis skills in decoding words.		
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.		
<i>Fluency</i>		
4. Read with sufficient accuracy and fluency to support comprehension.	In the <i>Making Meaning</i> program, students take part in Individualized Daily Reading each day. This reading activity supports reading accuracy, fluency, and comprehension.	Unit 1, Week 2: Individualized Daily Reading, pp. 26-28 Students learn the procedure for Individualized Daily Reading and receive "reading logs" to complete.  Unit 3, Week 2: <i>Animal Senses</i> , p. 115 Students read independently for 30 minutes. The teacher monitors reading levels and understanding of text.
a. Read on-level text with purpose and understanding.	In the <i>Making Meaning</i> program, students are immersed in a literacy-rich environment where they listen to read-alouds and participate in class discussions. They also read independently each day during Individual Daily Reading.	Unit 1, Week 1: <i>A Bad Case of Stripes</i> , pp. 4-7 Students participate in a read aloud and discuss the story.  Unit 2, Week 1: Individualized Daily Reading, p. 40 Students discuss books they are reading independently as a whole class.  Unit 4, Week 2: <i>Chicken Sunday</i> , p. 175 Partners discuss story elements during "Think, Pair, Share."

## DSC Correlation to the Common Core State Standards: Making Meaning® for Grades K–8

### READING STANDARDS: FOUNDATIONAL SKILLS FOR GRADE 4

Grade-level Expectations	Application in Programs	Examples
<p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>	<p>In the <i>Making Meaning</i> program, students are immersed in a literacy-rich environment where they listen to read-alouds and participate in class discussions. They also read independently each day during Individual Daily Reading.</p>	<p>Unit 1, Week 1: A Bad Case of Stripes, pp. 4–7 Students participate in a read aloud and discuss the story.</p> <p>Unit 2, Week 1: Individualized Daily Reading, p. 40 Students discuss books they are reading independently as a whole class.</p> <p>Unit 4, Week 2: Chicken Sunday, p. 175 Partners discuss story elements during “Think, Pair, Share.”</p>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>In <i>Making Meaning</i> program, students learn to self-monitor while reading independently in order to check for their own understanding of a text.</p>	<p>Unit 5, Week 1: Individualized Daily Reading, p. 226 Students stop and ask themselves several self-monitoring questions as they read independently.</p>