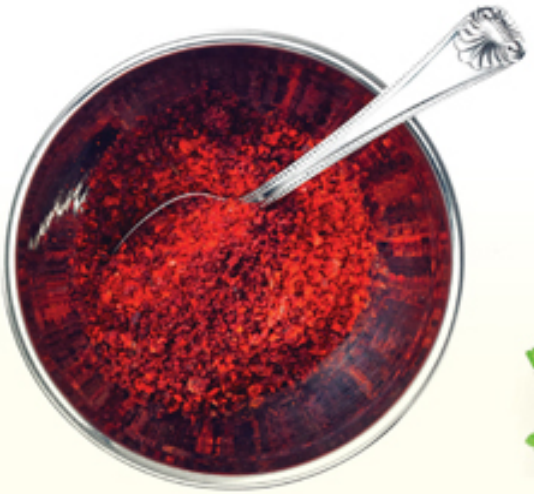
JOSSEY-BASS TEACHER GRADES K–12

SARAH TANTILLO

LITERACY and the COMMON CORE

RECIPES FOR *ACTION*



JOSSEY-BASS™
A Wiley Brand

Table of Contents

- Title Page
- Copyright
- Online Materials
- Acknowledgments
- About The Author
- Preface: Why I Felt Compelled to Write This Book
- Introduction: What Problems This Book Attempts to Solve, and How
  - How to Use This Book
  - One Last Thing: The Literacy Cookbook Blog
- Part 1: Basic Ingredients
- Chapter One: Strategic Planning to Strengthen Curriculum
  - Strategic Action Planning: How to Make Things Happen
  - How to Keep Track of the Standards
  - Curriculum Resources
  - Endnotes
- Chapter Two: Schoolwide Approaches to Reading
  - What to Consider When Selecting Texts for K–12
  - Human Resources: The Varsity Reading Coach
  - Strategic Reading and Writing Class
  - Strategic Reading and Writing: Curriculum Overview Map
  - How to Get Two Thousand Students to Fall in Love with Reading

- Endnotes

Chapter Three: Bridging the Gap When Students Are Not on Grade Level

- What You Need to Know about Text Complexity
- A Strategic Approach
- How to Engage and Support Parents
- Low-Hanging Fruit: Classroom Discourse and Vocabulary Instruction
- Why and How to Maximize Cross-Content Connections
- A Word to School Leaders
- Endnotes

Chapter Four: Unit Planning

- The Big Picture
- Annotated Curriculum Overview Map
- Sample Curriculum Overview Map
- Annotated Unit Plan Template
- Sample ELA Unit Plan
- From-Units-to-Lessons Logistics
- Endnotes

Chapter Five: Lesson Planning

- Why Lesson Planning Habits Matter
- Annotated Lesson Plan Template
- How to Avoid Kidnapping Your Students: Rigorous, Purposeful, Measurable (RPM) Objectives
- Objectives and Lesson Planning with the Metaphor of Your Choice
- Designing Effective Do Nows
- Using Do Nows to Strengthen the Four Key Critical Reading Skills

- Some Truths about “I Do, We Do, You Do”
- Exit Tickets
- A Few Thoughts on Homework
- Endnotes

Part 2: Appetizers

Chapter Six: First Bites of the Common Core
- Which Standards Should We Start With?
- Tasty Morsels for Staff Training
- Outlining Your First Unit
- Endnotes

Chapter Seven: Close Reading Strategies
- Quadrant Analysis as a Way to Boost Comprehension
- Annotation Revisited: Why and How We Read
- The Overlooked Skill of Skimming
- What *Text Dependent* Really Means
- The Most Important Skill You Could Possibly Teach
- More Bites at Inquiry
- Endnotes

Part 3: Entrees

Chapter Eight: Argument versus Evidence: The Big Picture and Six Essential Steps
- Argument versus Evidence: Step 1
- Argument versus Evidence: Step 2
- Argument versus Evidence: Step 3
- Argument versus Evidence: Step 4
- Argument versus Evidence: Step 5
- Argument versus Evidence: Step 6
- Endnotes

Chapter Nine: Quote Sandwiches
- The Recipe for Quote Sandwiches
- Examples and Non-Examples of Quote Sandwiches
- Drawing a Picture of “Context”
- Endnote

Chapter Ten: Open-Ended Response Writing
- Common Problems and Solutions
- What Is “RACER”?
- A Handy Open-Ended Response Writing Rubric
- Endnotes

Chapter Eleven: Document-Based Questions for One and All
- Topic-Driven Assignments versus Question-Driven Assignments
- How and Why to Take the Document-Based Question Approach
- Endnote

Chapter Twelve: How to Translate the ELA Common Core Standards for Actual Use
- Step 1: Trajectory Analysis
- Step 2: Unpack Standards and Design Objectives and Activities to Meet Them
- Step 3: Compare and Contrast Standards for Literature and Informational Text
- Models of Unpacked Standards: K–2, Grades 3–5, Grades 6–8, and Grades 9–12
- Endnotes

Part 4: Desserts

Chapter Thirteen: Appendix
- Strategic Reading Time (SRT) Users' Manual

Our Mission and an Overview of SRT
How to Run SRT: Step-by-Step Plans
“The Top 50” Annotated Recommended Reading List
Overview of SRT Incentives
Overview of SRT Projects
Suggested Team-Building Activities
Characteristics of Genre—Teachers' Guide
Trajectory Analysis Charts for Reading Informational Text (RIT) Standards
Endnotes
Index
How to Access the Online Materials
How to Use the Literacy Cookbook Website
End User License Agreement

Literacy and the Common Core

RECIPES FOR ACTION

Sarah Tantillo
With Illustrations by
Sandy Gingras

JOSSEY-BASS
A Wiley Imprint
www.josseybass.com

Cover images: Cinnamon photo by Andrew Hounslea/Getty; chili photo by David Arky/Getty; jalapeño and cilantro photo by Thinkstock. Author photo by Robert Goc.

Cover design: Wiley

Copyright © 2014 by John Wiley & Sons, Inc. All rights reserved.

Published by Jossey-Bass

A Wiley Brand

One Montgomery Street, Suite 1200, San Francisco, CA 94104-4594—
www.josseybass.com

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning, or otherwise, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without either the prior written permission of the publisher, or authorization through payment of the appropriate per-copy fee to the Copyright Clearance Center, Inc., 222 Rosewood Drive, Danvers, MA 01923, 978-750-8400, fax 978-646-8600, or on the Web at www.copyright.com. Requests to the publisher for permission should be addressed to the Permissions Department, John Wiley & Sons, Inc., 111 River Street, Hoboken, NJ 07030, 201-748-6011, fax 201-748-6008, or online at www.wiley.com/go/permissions.

Limit of Liability/Disclaimer of Warranty: While the publisher and author have used their best efforts in preparing this book, they make no representations or warranties with respect to the accuracy or completeness of the contents of this book and specifically disclaim any implied warranties of merchantability or fitness for a particular purpose. No warranty may be created or extended by sales representatives or written sales materials. The advice and strategies contained herein may not be suitable for your situation. You should consult with a professional where appropriate. Neither the publisher nor author shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages. Readers should be aware that Internet Web sites offered as citations and/or sources for further information may have changed or disappeared between the time this was written and when it is read.

Certain pages from this book and all the materials on the accompanying online materials are designed for use in a group setting and may be customized and reproduced for educational/training purposes. The book and online materials are copyright © 2014 by John Wiley & Sons, Inc. All rights reserved. Reproducible pages and online materials are designated by the appearance of specific copyright information on each page:

This notice may not be changed or deleted and it must appear on all reproductions as printed. This free permission is restricted to limited customization of the online materials for your organization and the paper reproduction of the materials for educational/training events. It does not allow

for systematic or large-scale reproduction, distribution (more than 100 copies per page, per year), transmission, electronic reproduction or inclusion in any publications offered for sale or used for commercial purposes— none of which may be done without prior written permission of the Publisher. Jossey-Bass books and products are available through most bookstores. To contact Jossey-Bass directly call our Customer Care Department within the U.S. at 800-956-7739, outside the U.S. at 317-572-3986, or fax 317-572-4002.

Wiley publishes in a variety of print and electronic formats and by print-on-demand. Some material included with standard print versions of this book may not be included in e-books or in print-on-demand. For more information about Wiley products, visit **www.wiley.com**.

Library of Congress Cataloging-in-Publication Data

FIRST EDITION

Online Materials

To access the online materials, please visit http://www.wiley.com/go/literacycommoncore

Chapter One

1. K–12 ELA Common Core Standards Tracking Spreadsheet
2. 6–12 Common Core Standards for Literacy in History, Science, and Technical Subjects Tracking Spreadsheet

Chapter Two

1. Reading Interest Survey
2. The “Five-Finger Rule” Poster
3. Strategic Reading and Writing: Speed Dating with a Book
4. Strategic Reading and Writing: Reader Response Journal Assignments or Breakup Letter to a Book
5. Strategic Reading and Writing: Weekend Date with a Book
6. Journal Writing Rubric
7. Strategic Reading and Writing: Book Commercial Project
8. Strategic Reading and Writing: Curriculum Overview Map
9. Strategic Reading and Writing: Ninth-Grade Unit Plans

Chapter Four

1. Sample Grade 10 ELA Research Paper Unit
2. Annotated Curriculum Overview Map
3. Sample Grade 11 ELA Curriculum Overview Map
4. Blank Unit Plan Template
5. Sample Grade 11 ELA Curriculum Unit 1

Chapter Five

1. Annotated Lesson Plan Template
2. Blank Lesson Plan Template
3. Root of the Week Hypothesis Sheet: Cede/Ceed
4. Somewhere in the Darkness—Do Now

Chapter Seven

1. Characterization Methods: DDAT
2. Question-Inference-Evidence and Explanation Model Lesson Plan
3. Question-Inference-Evidence and Explanation Organizer Model
4. Question-Inference-Evidence and Explanation Organizer

Chapter Eight

1. How to Find the Topic Sentence
2. Story Detective

Chapter Ten

1. Punchy Insights Poster
2. Open-Ended ResponseWriting Rubric

Chapter Twelve

1. Unpacking the Standards Organizer
2. Unpacking the Standards: RIT 6.1 Model
3. Grades K–2 Models of Unpacked Standards
4. Grades 3–5 Models of Unpacked Standards
5. Grades 6–8 Models of Unpacked Standards
6. Grades 9–12 Models of Unpacked Standards

Chapter Thirteen Appendix

1. Strategic Reading Time (SRT) Users' Manual
2. Trajectory Analysis Charts for Reading Informational Text Standards
3. Trajectory Analysis Charts for Language Standards
4. Trajectory Analysis Charts for Reading Foundational Skills Standards
5. Trajectory Analysis Charts for Reading Literature Standards
6. Trajectory Analysis Charts for Speaking and Listening Standards
7. Trajectory Analysis Charts for Writing Standards
8. Trajectory Analysis Charts Comparing Reading Informational Text versus Reading Literature Standards

Acknowledgments

This book is the result of intensive work in the field with many dedicated educators who generously invited me into their schools and taught me so much. Though I cannot name them all, a few deserve special mention.

I am particularly grateful to my friends, many of whom not only share my passion for this work but also make important contributions to it every day. Kristin Ehrgood and her colleagues at the Flamboyan Foundation provided information on their excellent parent engagement work. Allison Miller is an enthusiastic thought partner who is always willing to test my crazy ideas and share her own; I especially appreciate her efforts on the "Strategic Reading and Writing Class" materials. Also, *muchas gracias* to my Texas peeps, Clem Garza and Isabel Marichalar-Solis, for inviting me to work on the Strategic Reading Time challenge, and librarian Ana Perez, whose "Top 50" list is truly a gift. I also thank Mary Jo McKinley for her help with the title, Rich Kazanjian for his insights about what teachers need, and Cynthia Millinger for her input on the lesson plan template and the standards-unpacking process.

Several friends also provided invaluable feedback on early drafts. Rahshene Davis, Margaret Hayes, and Katy Wischow: I cannot thank you enough. And to the two anonymous peer reviewers: I would hug you if I knew who you were; your wise responses helped me more than you will ever know.

I also thank Ajaka Roth and Emmanuel George at Democracy Prep and Katie Holz-Russell at STRIVE Prep, who graciously shared their ideas and experiences regarding independent reading initiatives.

On the publication side of things, Kate Gagnon, Tracy Gallagher, Bev Miller, and Robin Lloyd at Jossey-Bass once again made this a pleasant experience, and I appreciate Dimi Berkner's marketing support. I bow to my friend Sandy Gingras for her thoughtful approach to a new set of illustrating challenges; I am so glad to have her witty contributions again (to see more of her work, check out her Website: http://how-to-live.com/).

Last but definitely not least, huge hugs to my family and friends for their constant encouragement and support.

About The Author

Sarah Tantillo, author of *The Literacy Cookbook: A Practical Guide to Effective Reading, Writing, Speaking, and Listening Instruction* (Jossey-Bass, 2012) and creator of The Literacy Cookbook Website (http://www.literacycookbook.com), consults with schools (especially urban schools) seeking to improve student achievement. She taught high school English and humanities in both suburban and urban New Jersey public schools for fourteen years, including seven years at the high-performing North Star Academy Charter School of Newark, New Jersey, where she chaired the Humanities Department and her students achieved a 100 percent passing rate on the High School Proficiency Assessment for Language Arts and Literacy. In addition to teaching, she founded the New Jersey Charter School Resource Center and the New Jersey Charter Public Schools Association. She led the Resource Center from 1996 to 1999 and the association from 1999 to 2003. Since 2007, she has coached K–12 schools on literacy instruction, curriculum development, data-driven instruction, school culture–building, and strategic planning. She currently writes two blogs, The Literacy Cookbook (http://theliteracycookbook.wordpress.com/) and Only Good Books (http://onlygoodbooks.wordpress.com/). Tantillo earned her B.A. from Princeton University, her M.Ed. from Harvard University, an M.A. from Johns Hopkins University, and her Ed.D. from Rutgers University.

Preface

Why I Felt Compelled to Write This Book

One day after I'd been consulting in schools for more than five years, I was sitting in the back of a classroom when I suddenly realized that although principals usually bring me in to support their schools' literacy instruction, almost invariably what I end up helping them with is *instruction* instruction. In too many schools to count, I've seen hard-working teachers struggling to design effective objectives, lesson plans, or unit plans. And I have tremendous empathy for them because I have been in their shoes. When I entered the field in 1987 through the Alternate Route, the “training” I received was like eating from an empty plate; in fact, I lost fifteen pounds in the first two months of school.

Teaching is challenging and complicated, but it should not be a complete mystery. We know many of the skills that are required, and stacks of great books have been written on this topic; among them are *The Skillful Teacher* by Jon Saphier and Bob Gower, *Teach Like a Champion* by Doug Lemov, and *Understanding by Design* by Grant Wiggins and Jay McTighe. So, one might ask why I am adding to the pile. Here's why: I believe that curriculum and instruction should go hand in hand, with teachers improving both their curricula and their teaching practices simultaneously. With the advent of national standards, we now have an opportunity to clarify how to help students meet these new standards and strengthen teaching and curriculum development skills at the same time.

The Common Core Standards offer the potential to transform the field if we take full advantage of them. Although the standards are not perfect and they present some thorny implementation challenges, they also offer numerous benefits. Philosophically, they compel us to examine our existing curricula and determine what must be improved—and improvement is always a good thing. On a practical level, they clarify what must be accomplished in every grade in literacy and math. No longer can teachers honestly claim not to know what they are expected to teach. For many years, in my home state of New Jersey and in others, the standards were framed as, “By the end of fourth grade…” or “By the end of eighth grade…” and so on. That sketchy framework put undue pressure on some teachers and left others to wonder what their responsibilities were. The gaps made it difficult to design meaningful vertical articulation plans with colleagues. Now, thanks to the Common Core Standards, teachers can say to their students with confidence, “By the end of this year, you will be able to… ”

Moreover, because these standards are national, educators can share ideas and best practices across state lines and—over the Internet—in the blink of an eye. New resources emerge daily to support these efforts. This national push, in my view, strengthens the professionalism of our profession: teachers and school leaders can make contributions to what is now truly a national dialogue. Instead of focusing exclusively on our own individual states, now everyone is on the big stage together. I can't speak for anyone else, but I find it quite inspiring that we can work together to help colleagues and students all around the country.

As grand as that notion may seem, this book represents my modest attempt to make life a little easier for everyone—teachers, school leaders, parents, and students—as we all

strive to prepare students for college and the careers they most desire.

Introduction

What Problems This Book Attempts to Solve, and How

How can we teach lessons that meet the Common Core Standards when our curriculum isn't “there” yet?

I hear this question practically every day, and indeed, this problem is one that we all need to solve. Even the highest-performing schools regard their curriculum as a work in progress (actually this is one reason that they are high-performing). Although some panicked folks view the situation as “trying to fly a plane and build it at the same time,” I prefer to think of it as trying to cook a decent meal for hordes of hungry citizens. It's important work, it's urgently needed, and we don't want to produce garbage. To properly serve the masses, we must design a careful plan for the whole meal, but we also need to send out some appetizers ASAP.

This book is for teachers and school leaders who understand that in order for schools to move forward and implement the English Language Arts (ELA) Common Core Standards effectively, we must all collaborate—from subject to subject, grade to grade, and school to school. The old “us versus them” (whether it's administrators versus teachers or schools versus other schools) approach has never really worked, and in this situation, it would be disastrous. Transforming curriculum and instruction to meet these standards is a heavy lift. It won't happen unless we all bend our knees, count in unison, and lift.

In sum, this book explains how school leaders and teachers can approach the ELA Common Core Standards strategically and systematically. It provides guidance on how to design units, lessons, and objectives to meet the standards; it offers practical strategies that teachers can use immediately to target key standards; and it explains

how to analyze the standards to support curriculum development and instructional planning.

How to Use This Book

The book is divided into four parts, titled “Basic Ingredients,” “Appetizers,” “Entrées,” and “Desserts.” At the end of every chapter, you will find a “Doggie Bag” of questions to take away and reflect on. These questions will help you review the material and ensure that you're on track to apply what you've learned. You might want to preview these questions before you read each chapter because they can also provide a useful guide to key points.

Where should you start? Although you can certainly dive in anywhere, it will help to have a grasp of the Basic Ingredients in Part One: strategic action planning and identification of key resources, both curricular and human (Chapter 1); suggestions about schoolwide reading initiatives (Chapter 2); ideas about how to bridge the gap when students are not on grade level (Chapter 3); fundamental approaches to unit planning (Chapter 4); and key aspects of effective lesson planning (Chapter 5). These chapters answer the following questions:

- How should we plan to tackle the Common Core?
- What do effective schoolwide reading initiatives look like?
- How can we bridge the gap when students aren't on grade level?
- What elements should a solid unit plan include? How do we move from unit plans to lesson plans?
- What are RPM (rigorous, purposeful, and measurable) objectives? How can we write them, and how do they

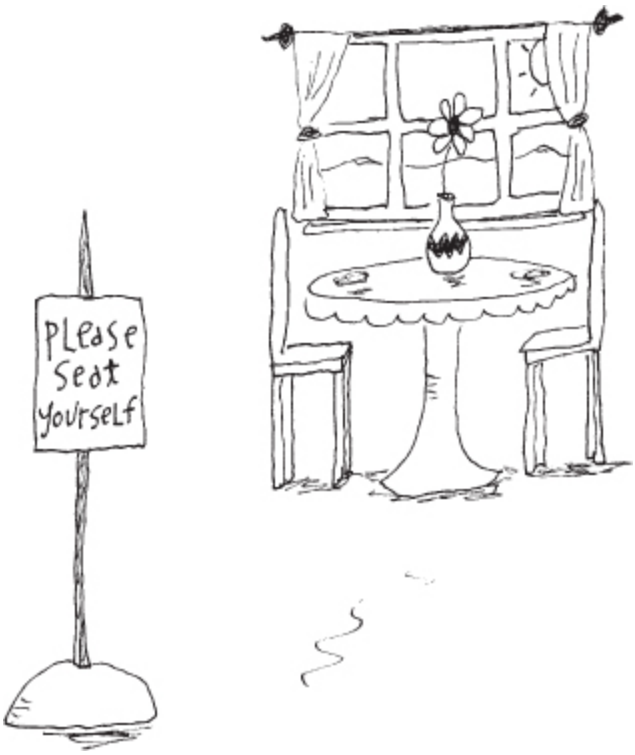
relate to other parts of the lesson? What does an effective lesson look like?

The Appetizers in Part Two offer quick first steps toward our collective goal of meeting and exceeding the ELA Common Core Standards, starting with immediate professional development suggestions and an array of close reading strategies that teachers can use in any grade or subject.

The Entrées in Chapters 8 to 12 in Part Three describe how to create more substantial dishes that require more time, energy, and attention. They address these questions:

- How and why should we teach students about argument and evidence?
- How can we train students to become effective writers?
- What does everyone need to know about quote sandwiches (i.e., well-explained evidence), open-ended response writing, and document-based questions?
- How can we analyze, unpack, and move forward with the ELA Common Core Standards?

The Desserts in Part Four provide sweet resources, including a ready-to-use manual for a schoolwide independent reading program, plus trajectory analysis charts for all of the ELA Common Core Standards.

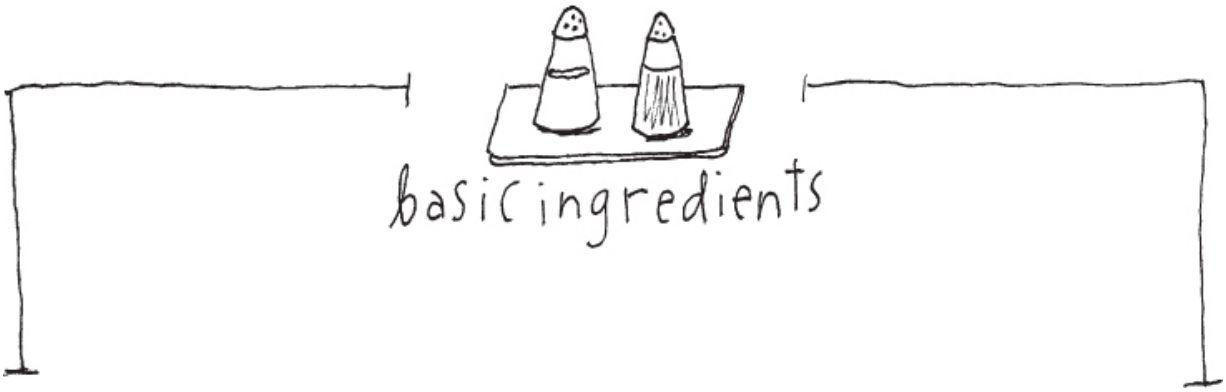


In short, there is something here for everyone. Every document mentioned is in the online materials as well. And as a bonus, this book comes with a free thirty-day trial to The Literacy Cookbook (TLC) Website, www.literacycookbook.com, which includes all of the files online plus hundreds more. Explanations of how to access the online materials and The Literacy Cookbook Website are at the end of this book.

One Last Thing: The Literacy Cookbook Blog

If you would like to keep tabs on my latest thinking on topics related to literacy instruction and the Common Core, in addition to reading this book and using the resources online and TLC Website, please consider following The Literacy Cookbook Blog, which is free and can be found at: http://theliteracycookbook.wordpress.com/. Many of the ideas in this book appeared in earlier form in the TLC Blog.

Now let's dig in!



If you've already read *The Literacy Cookbook* (and I hope you have), you are probably wondering, *How are* these *Basic Ingredients different from those in the original* Literacy Cookbook*?* Good question. *The Literacy Cookbook* deals with strategies for teaching comprehension, reading, writing, speaking, and listening. This book explores instruction more broadly, so the Basic Ingredients here address how to develop and deliver curriculum units and lessons that will help students meet and exceed the Common Core Standards. We begin with strategic planning and resources; examine schoolwide approaches to reading; consider what it takes to bridge the gap when students are not on grade level; then tackle unit planning, objective writing, and lesson planning.

Chapter One
Strategic Planning to Strengthen Curriculum

Strategic Action Planning: How to Make Things Happen

I'm not sure who said it first, but one of my favorite quotes is: “You can make things happen, you can watch things happen, or you can ask, ‘What just happened?!’” In order to make things happen, you need a plan. More specifically, when it comes to the English Language Arts (ELA) Common Core Standards and work related to the Common Core, your school needs a strategic action plan.

Here is a simple template to facilitate the action-planning process:

Topic/Issue/Task	What Do We See?	What Do We Want to See?	What Will We Need to Do in Order to See What We Want to See?	What Resources Will We Need? (including human and fiscal)	When Will We Tackle This Task?

Keep in mind that this is a *template* for organizing ideas and information. Don't let the size of the boxes fool you. To answer these questions, you will probably write lots and lots of notes. And although you can complete the template by working in isolation, this tool is actually more useful as a vehicle for collaborative reflection and problem solving. When I've presented it in workshops, participants working

in teams are often surprised by how much agreement they find among colleagues whom they previously thought they disagreed with. Working together to identify and solve problems enables people to understand the perspectives of others, and these efforts will almost invariably fortify the sense of mission and purpose that you and your colleagues share. As with any other work, the more deeply that people are involved in the planning and development, the more personally they become invested in the results. The reverse is also true. For example, when only a few people sit in isolation and write the curriculum, it's not uncommon to see colleagues who were not involved in the process simply ignoring what was produced. Bottom line: Collaboration is essential, and every teacher needs to have a firm grasp of what the Common Core Standards entail and how to design units and lessons that will help students meet them.

To decide what to put in the “Topic/Issue/Task” column, you and your team might start by brainstorming a list of “things we need to work on,” then narrow it down to two or three items. Your longer list might include curriculum writing, lesson planning, standards, assessments, test prep, schedule, or even skills such as reading, writing, or speaking and listening. But try not to spend too much time haggling over which topics to address. As one workshop participant noted wryly after I'd given her group thirty seconds to pick a topic and go with it, countless meetings throughout history have begun and ended with nothing accomplished because people couldn't decide what to focus on. So when it comes to choosing topics, keep it simple. Start with one.[1]

Of course I can't tell you what you see (column 2) in your school, but in the case of what you want to see (column 3) as you implement the Common Core Standards, that checklist should probably include the following items (and more):

- Teachers use a common lesson-planning template.
- Teachers are trained in how to write effective RPM (rigorous, purposeful, measurable) objectives and use them in their lesson plans.
- Teachers align objectives with other parts of the lesson plan.
- Teachers receive frequent feedback and support on their lesson plans and instruction.
- Teachers receive coaching on how to unpack the ELA Common Core Standards and design lessons and units based on the Standards.
- Teachers meet regularly for grade-level and vertical articulation in support of curriculum development and other professional development needs.

This list is just a start. And of course it's not enough to make a list. You and your colleagues must identify steps that will enable you to accomplish these aims (column 4), along with key resources (both human and fiscal—column 5) that you will need. For example, if your school does not already use a common lesson-planning template, you will need to create or select one (see the “Annotated Lesson Plan Template” in Chapter 5 for one option), then train staff how to use it effectively. As surprising as it might sound, it's not safe to assume that every teacher will know how to write an effective lesson plan. You will need to clarify your expectations for each section of the plan and provide models and training (see Chapter 5 for more information).

Finally, for every item on your list, it's vital to schedule sufficient time for the work to get done (column 6). If you're a school leader, how you allocate time for instruction and professional work reveals what you value. If you give

teachers time to write curriculum together, that sends a message. If you don't, that also sends a message.

How to Keep Track of the Standards

In order to design units and lessons aligned with the Common Core, one must be “fluent” in the standards. The Common Core Standards Website[2] offers the standards in downloadable PDF documents,[3] which are fine, but—let's face it—not totally user-friendly. For this reason, I have developed a more manageable format, putting the literacy-related standards into Excel spreadsheets. When you're developing a year-long set of unit plans, these grade-by-grade spreadsheets make it easy to track which standards you'll hit in each unit. I've created two separate documents: “K–12 ELA Common Core Standards Tracking Spreadsheet,” to support and monitor literacy instruction in every grade, and “6–12 CCS for Literacy in History, Science, Technical Subjects Tracking Spreadsheet,” for those who teach history, social studies, or technical subjects in grades 6 to 12. Both files can be found online as well as on the TLC “Standards” page.[4] The following snippet from the fourth-grade ELA spreadsheet, showing the fourth-grade Reading Standards for Literature, offers a brief taste of how the standards are laid out.

Grade 4 Excerpt from ELA Common Core State Standards

	Reading Standards for Literature	CPI Code[a]	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	KEY IDEAS AND DETAILS							
1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.4.1						
2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.4.2						
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,	RL.4.3						