



Keys to Literacy Alignment to Common Core Literacy Standards

Keys to Literacy programs are tightly aligned to Common Core literacy standards and are an effective way for teachers to translate state standards into classroom practice. The standards place significant emphasis on having teachers of all subjects and grades teach reading, writing, language, and listening/speaking skills. The Common Core K-12 anchor standards require the development of literacy skills that become more complex as students move through the grades. Similarly, Keys to Literacy’s comprehension, vocabulary, and writing strategies offer consistency as students move from grade to grade and subject to subject, but teachers learn how to teach them in a way that is developmentally appropriate for the grade and content they are teaching.

The chart below shows how the major shifts in literacy standards are addressed in Keys to Literacy programs as a whole.

Common Core Shifts in Literacy: Keys to Literacy Alignment

Shift	Common Core Goal	KTL Strategy to Meet the Goal
1 <i>PK-5, Balancing Informational & Literary Texts</i>	Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read is informational.	KTL comprehension, vocabulary, and writing programs teach students about informational text structure, strategies to comprehend and write about informational text in all subject areas, and how to learn academic vocabulary typically found in informational text.
2 <i>6-12, Knowledge in the Disciplines</i>	Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain specific texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read.	The focus for all KTL programs is on training teachers of all subject and all grades how to embed literacy instruction into content classroom teaching using authentic reading material that is both narrative and informational.
3 <i>Staircase of Complexity</i>	In order to prepare students for the complexity of college and career ready texts, each grade level requires a “step” of growth on the “staircase”. Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.	KTL’s comprehension, writing, and extended response programs teach students a set of foundational literacy skills that are consistent as students move from grade to grade and subject to subject. KTL programs also train teachers to scaffold and differentiate their instruction to meet individual student needs.
4 <i>Text-based Answers</i>	Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.	All KTL programs focus on teaching students how to closely read text and respond to that text through class discussion or writing assignments. All programs include providing opportunities for students to work collaboratively to practice the use of newly learned literacy strategies.
5 <i>Writing from Sources</i>	Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.	KTL’s comprehension, writing, and extended response programs provide explicit instruction, modeling and writing about text. The writing and extended response routines in particular emphasize how to write arguments that include supporting text evidence. They also teach students about language structures at the sentence, paragraph, and text levels.

<p>6 <i>Academic Vocabulary</i></p>	<p>Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas.</p>	<p>KTL’s vocabulary program helps students grow their academic vocabularies through a mix of conversations, direct instruction, and reading. The program includes the same specific strategies detailed in the Common Core standards: use of context clues, use of word parts (roots and affixes), use of reference materials (e.g., dictionary), word relationships, and nuanced understanding of words gained through rich classroom discussion.</p>
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Source: www.engageNY.org and David Coleman (<https://www.engageny.org/resource/common-core-shifts>)

The information below provides a detailed understanding of how Keys to Literacy professional development is a practical and effective way to address the Common Core.

<p>ABBREVIATION KEY</p> <p>Comp = The Key Comprehension Routine Vocab = The Key Vocabulary Routine</p> <p>Writing = Keys to Content Writing, Keys to Argument Writing Close R = Keys to Close Reading</p> <p>ANSWER = The ANSWER Key Routine for Extended Writing Tasks</p>	
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CATEGORY	ANCHOR STANDARD	APPLICABLE KEYS TO LITERACY PROGRAMS
<i>Reading Standards (Literature, Informational Text) K-5, 6-12</i>		
Key Ideas and Details	#1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Comp Writing ANSWER Close R
	#2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Comp Writing Close R
Craft and Structure	#4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Vocab Close R
	#5. Analyze the structure of texts, including how specific sentences, paragraph, and larger portions of the text relate to each other and the whole.	Comp Writing Close R
Range of Reading Level of Text Complexity	#10. Read and comprehend literary and informational texts independently and proficiently.	Comp Vocab ANSWER Close R

Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects, 6-12		
Key Ideas and Details	#1. Cite specific text evidence to support analysis.	Comp Writing ANSWER Close R
	#2. Determine the central ideas or information; summarize.	Comp Writing Close R
Craft and Structure	#4. Determine the meaning of symbols, key terms and other domain specific words and phrases.	Vocab Close R
	#5. Analyze the structure an author uses to organize text; analyze how the text structures information or ideas into categories or hierarchies.	Comp Writing Close R
Integration of Knowledge and Ideas	#8. Distinguish among facts; assess the extend to which reasoning and evidence in a text support author's claim.	Comp ANSWER Close R
Range of Reading Level of Text Complexity	#10. Read and comprehend history/social studies texts, science/technical texts.	Comp ANSWER Close R
Writing Standards K-5 and 6-12, and Writing Standards for Literacy in History/Social Studies, Science & Technical Subjects 6-12		
Text Types & Purposes	#1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Comp Writing ANSWER
	#2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Comp Writing ANSWER
	#3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Writing
Production & Distribution of Writing	#4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Writing
	#5. Develop and strengthen writing as needed by planning, revising, editing, rewriting.	Writing
Research to Build and Present Knowledge	#7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Comp Writing
	#8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate he information while avoiding plagiarism.	Comp Writing
	#9. Draw evidence from literacy or informational texts to support analysis, reflection, and research.	Comp Writing ANSWER Close R
Range of Writing	#10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	Comp Writing ANSWER

Speaking and Listening Standards K-5 and 6-12		
Comprehension and Collaboration	#1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's idea and expressing their own clearly and persuasively.	Comp Vocab Writing Close R
Presentation of Knowledge and Ideas	#4. Present information, findings, and support evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Comp ANSWER Close R
Language Standards K-5 and 6-12		
Conventions of Standard English	#1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Writing
	#2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Writing
	#3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Writing Close R
Vocabulary Acquisition and Use	#4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Vocab Close R
	#5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Vocab Close R
	#6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Vocab Close R
Reading Standards: Foundational Skills (K-5)		
Phonics and Word Recognition	#3a. Identify and know the meaning of most common prefixes and derivational suffixes; use knowledge of morphology (roots and affixes) to read unfamiliar words.	Vocab