

Common Core State Standards Alignment for Jacob's Ladder Level 2

| Cluster | Common Core State Standards in ELA-Literacy |
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| College and Career Readiness Anchor Standards for Reading | CCRA.R.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. (Short Stories: Ladders A, B, C) (Poetry: Ladders A, B, C) (Nonfiction: Ladders A, B, C, D) |
| | CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Short Stories: Ladders A, B, C, D) (Poetry: Ladders A, B, C, D) (Nonfiction: Ladders A, B, C, D) |
| | CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text. (Short Stories: Ladders A, B, C) (Poetry: Ladders A, B) (Nonfiction: Ladders A, B, C, D) |
| | CCRA.R.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. (Short Stories: Ladder C) (Poetry: Ladders C, D) |
| | CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (Poetry: Ladder B) |
| | CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text. (Short Stories: Ladders B, D) (Poetry: Ladder C) (Nonfiction: Ladder C) |
| | CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently. (Short Stories: Ladders A, B, C, D) (Poetry: Ladder A, B, C, D) (Nonfiction: Ladders A, B, C, D) |
| College and Career Readiness Anchor Standards for Writing | CCRA.W.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. (Short Stories: Ladders B, C, D) (Poetry: Ladder B, C, D) (Nonfiction: Ladders A, B, D) |
| | CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. (Short Stories: Ladder D) (Poetry: Ladders A, C, D) (Nonfiction: Ladder D) |
| | CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (Short Stories: Ladders B, C, D) (Poetry: Ladders A, B, C, D) (Nonfiction: Ladders A, B, D) |
| College and Career Readiness Anchor Standards for Speaking and Listening | CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (Short Stories: Ladders A, B, C, D) (Poetry: Ladders A, B, C, D) (Nonfiction: Ladders A, B, C, D) |
| | CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (Short Stories: Ladders A, B, C, D) (Poetry: Ladders A, B, C, D) (Nonfiction: Ladders A, B, C, D) |
| | CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (Short Stories: Ladders A, B, C, D) (Poetry: Ladders A, B, C, D) (Nonfiction: Ladders A, B, C, D) |
| College and Career Readiness Anchor Standards for Language | CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Short Stories: Ladder A, B, C, D) (Poetry: Ladders A, B, C, D) (Nonfiction: Ladders A, B, C, D) |

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| College and Career Readiness Anchor Standards for Language, <i>continued</i> | CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (Short Stories: Ladder A, B, C, D) (Poetry: Ladders A, B, C, D) (Nonfiction: Ladders A, B, C, D) |
| | CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Poetry: Ladders C, D) |
| Reading: Literature, Grade 4 | RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (Short Stories: Ladders A, B, C) (Poetry: Ladders A, B, C) |
| | RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. (Short Stories: Ladders A, B, C, D) (Poetry: Ladders A, B, C, D) |
| | RL.4.3 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). (Short Stories: Ladders A, B, C) (Poetry: Ladders A, B, C) |
| | RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (Short Stories: Ladder C) (Poetry: Ladders C, D) |
| | RL.4.10 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. |
| Reading: Literature, Grade 5 | RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Short Stories: Ladders A, B, C) (Poetry: Ladders A, B, C) |
| | RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (Short Stories: Ladders A, B, C, D) (Poetry: Ladders A, B, C, D) |
| | RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (Short Stories: Ladders B, C) (Poetry: Ladders B, C) |
| | RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (Short Stories: Ladder C) (Poetry: Ladders C, D) |
| | RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (Short Stories: Ladders A, B, C, D) (Poetry: Ladders A, B, C, D) |
| Reading: Literature, Grade 6 | RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Short Stories: Ladders A, B, C) (Poetry: Ladders A, B, C) |
| | RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (Short Stories: Ladders A, B, C, D) (Poetry: Ladders A, B, C, D) |
| | RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (Short Stories: Ladders A, B, C, D) (Poetry: Ladders A, B) |

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| Reading: Literature, Grade 6, <i>continued</i> | RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (Short Stories: Ladder C) (Poetry: Ladders C, D) |
| | RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Short Stories: Ladders A, B, C, D) (Poetry: Ladders A, B, C, D) |
| Reading: Literature, Grade 7 | RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Short Stories: Ladders A, B, C) (Poetry: Ladders A, B, C) |
| | RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (Short Stories: Ladders A, B, C, D) (Poetry: Ladders A, B, C, D) |
| | RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (Short Stories: Ladders A, B, C) (Poetry: Ladders A, B) |
| | RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (Short Stories: Ladder C) (Poetry: Ladders C, D) |
| | RL.7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (Poetry: Ladder B) |
| RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Short Stories: Ladders A, B, C, D) (Poetry: Ladders A, B, C, D) | |
| Reading: Informational Text: Grade 4 | RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (Nonfiction: Ladders A, B, C, D) |
| | RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. (Nonfiction: Ladders A, B, C, D) |
| | RI.4.3 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. (Nonfiction: Ladders A, C, D) |
| | RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (Nonfiction: Ladders A, B, C, D) |
| | RI.4.5 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. (Nonfiction: Ladder A) |
| | RI.4.7 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. (Nonfiction: Ladders B, C) |
| RI.4.10 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. (Nonfiction: Ladders A, B, C, D) | |

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| Reading: Informational Text: Grade 5 | RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Nonfiction: Ladders A, B, C, D) |
| | RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (Nonfiction: Ladders A, B, D) |
| | RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (Nonfiction: Ladders A, C, D) |
| | RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (Nonfiction: Ladders A, B, C, D) |
| | RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (Nonfiction: Ladder A) |
| | RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (Nonfiction: Ladders A, B, C, D) |
| Reading: Informational Text: Grade 6 | RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Nonfiction: Ladders A, B, C, D) |
| | RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (Nonfiction: Ladders A, B, C, D) |
| | RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (Nonfiction: Ladders A, C, D) |
| | RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Nonfiction: Ladders A, B, C, D) |
| Reading: Informational Text: Grade 7 | RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Nonfiction: Ladders A, B, C, D) |
| | RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (Nonfiction: Ladders A, B, C, D) |
| | RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (Nonfiction: Ladders A, C, D) |
| | RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |
| | RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Nonfiction: Ladders A, B, C, D) |
| Writing, Grade 4 | W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Short Stories: Ladders B, C, D) (Poetry: Ladder B, C, D) (Nonfiction: Ladders A, B, D) |
| | W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Short Stories: Ladder D) (Poetry: Ladders A, C, D) (Nonfiction: Ladder D) |

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| Writing, Grade 4, <i>continued</i> | W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (Short Stories: Ladders B, C, D) (Poetry: Ladders A, B, C, D) (Nonfiction: Ladders A, B, D) |
| Writing, Grade 5 | W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Short Stories: Ladders B, C, D) (Poetry: Ladder B, C, D) (Nonfiction: Ladders A, B, D) |
| | W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Short Stories: Ladder D) (Poetry: Ladders A, C, D) (Nonfiction: Ladder D) |
| | W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (Short Stories: Ladders B, C, D) (Poetry: Ladders A, B, C, D) (Nonfiction: Ladders A, B, D) |
| Writing, Grade 6 | W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Short Stories: Ladders B, C, D) (Poetry: Ladder B, C, D) (Nonfiction: Ladders A, B, D) |
| | W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Short Stories: Ladder D) (Poetry: Ladders A, C, D) (Nonfiction: Ladder D) |
| | W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (Short Stories: Ladders B, C, D) (Poetry: Ladders A, B, C, D) (Nonfiction: Ladders A, B, D) |
| Writing, Grade 7 | W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Short Stories: Ladders B, C, D) (Poetry: Ladder B, C, D) (Nonfiction: Ladders A, B, D) |
| | W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Short Stories: Ladder D) (Poetry: Ladders A, C, D) (Nonfiction: Ladder D) |
| | W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (Short Stories: Ladders B, C, D) (Poetry: Ladders A, B, C, D) (Nonfiction: Ladders A, B, D) |
| Speaking and Listening, Grade 4 | SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. (Short Stories: Ladders A, B, C, D) (Poetry: Ladder A, B, C, D) (Nonfiction: Ladders A, B, C, D) |
| | SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Short Stories: Ladder D) (Poetry: Ladder D) (Nonfiction: Ladder D) |
| | SL.4.4 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. (Short Stories: Ladders A, B, C, D) (Poetry: Ladder A, B, C, D) (Nonfiction: Ladders A, B, C, D) |
| Speaking and Listening, Grade 5 | SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (Short Stories: Ladders A, B, C, D) (Poetry: Ladder A, B, C, D) (Nonfiction: Ladders A, B, C, D) |

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| Speaking and Listening, Grade 5, <i>continued</i> | SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Short Stories: Ladder D) (Poetry: Ladder D) (Nonfiction: Ladder D) |
| | SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Short Stories: Ladders A, B, C, D) (Poetry: Ladder A, B, C, D) (Nonfiction: Ladders A, B, C, D) |
| Speaking and Listening, Grade 6 | SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (Short Stories: Ladders A, B, C, D) (Poetry: Ladder A, B, C, D) (Nonfiction: Ladders A, B, C, D) |
| | SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (Short Stories: Ladders A, B, C, D) (Poetry: Ladder A, B, C, D) (Nonfiction: Ladders A, B, C, D) |
| Speaking and Listening, Grade 7 | SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (Short Stories: Ladders A, B, C, D) (Poetry: Ladder A, B, C, D) (Nonfiction: Ladders A, B, C, D) |
| | SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (Short Stories: Ladders A, B, C, D) (Poetry: Ladder A, B, C, D) (Nonfiction: Ladders A, B, C, D) |
| Language, Grade 4 | L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Short Stories: Ladders A, B, C, D) (Poetry: Ladders A, B, C, D) (Nonfiction: Ladders A, B, C, D) |
| | L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Short Stories: Ladders A, B, C, D) (Poetry: Ladders A, B, C, D) (Nonfiction: Ladders A, B, C, D) |
| | L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Poetry: Ladders C, D) |
| Language, Grade 5 | L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Short Stories: Ladders A, B, C, D) (Poetry: Ladders A, B, C, D) (Nonfiction: Ladders A, B, C, D) |
| | L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Short Stories: Ladders A, B, C, D) (Poetry: Ladders A, B, C, D) (Nonfiction: Ladders A, B, C, D) |
| | L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Poetry: Ladders C, D) |
| Language, Grade 6 | L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Short Stories: Ladders A, B, C, D) (Poetry: Ladders A, B, C, D) (Nonfiction: Ladders A, B, C, D) |
| | L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Short Stories: Ladders A, B, C, D) (Poetry: Ladders A, B, C, D) (Nonfiction: Ladders A, B, C, D) |

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| Language, Grade 6, <i>continued</i> | L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Poetry: Ladders C, D) |
| Language, Grade 7 | L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Short Stories: Ladders A, B, C, D) (Poetry: Ladders A, B, C, D) (Nonfiction: Ladders A, B, C, D) |
| | L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Short Stories: Ladders A, B, C, D) (Poetry: Ladders A, B, C, D) (Nonfiction: Ladders A, B, C, D) |
| | L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Poetry: Ladders C, D) |
| Literacy in History/ Social Studies, Grades 6-8 | RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. (Nonfiction: Ladder A, C, D) |
| | RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (Nonfiction: Ladders B, C, D) |
| | RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (Nonfiction: Ladders A, B, C, D) |
| | RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). (Nonfiction: Ladder A) |
| | RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (Nonfiction: Ladders A, B, C, D) |
| Literacy in Science/ Technical Subjects, Grades 6-8 | RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. (Nonfiction: Ladder A, C, D) |
| | RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (Nonfiction: Ladders B, C, D) |
| | RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (Nonfiction: Ladders A, B, C, D) |
| | RST.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). (Nonfiction: Ladder A) |
| | RST.6-8.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (Nonfiction: Ladders A, B, C, D) |