

Using Task Rotations to Address Common Core State Standards

This section highlights two features of this book designed to help teachers address Common Core State Standards: the **Common Core Corner** and the **Common Core Alignment Index**.

Common Core Corner

Each Task Rotation in this book comes with a standards correlation tool called a Common Core Corner (as seen below).



The graphic consists of a dark grey arrow pointing right, containing the 'COMMON CORE CORNER' logo. To the right of the arrow is a white box with a drop shadow containing the following text:

This Task Rotation can help you meet these K-5 standards...

> R.CCR: 1, 2, 3, 5*, 10 <i>esp. RL.2.5</i>	> SL.CCR: 4
> W.CCR: 1, 4, 10	> L.CCR: 1, 2

The purpose of the Common Core Corner is to tell you which College and Career Readiness Anchor Standards (known simply as “Anchor Standards”) in Reading (R.CCR), Writing (W.CCR), Speaking and Listening (SL.CCR), and Language (L.CCR) a particular Task Rotation can help you address.

For example, the Common Core Corner above goes with the Task Rotation called “What’s the Story?” (p. 46). This Common Core Corner indicates that this Task Rotation can help you address Anchor Standards 1, 2, 3, 5, and 10 in Reading, Anchor Standards 1, 4, and 10 in Writing, Anchor Standard 4 in Speaking and Listening, and Anchor Standards 1 and 2 in Language. Task Rotations are aligned with Anchor Standards (rather than grade-specific standards) because Task Rotations are designed to be used at multiple grade levels and adapted freely by teachers; however, some Task Rotations align particularly well with grade-specific standards. In these cases, the Anchor Standard is followed by an asterisk (*) and the relevant grade-specific standard is identified to the right. For example, “*esp. RL.2.5*” in the Common Core Corner above tells you that this Task Rotation addresses standard 5 in the Reading Literature strand at grade 2 particularly well. To learn more about the Common Core State Standards and how they’re organized and coded, visit www.corestandards.org.

Common Core Alignment Index

In addition to the Common Core Corner that comes with each Task Rotation, you can also refer to the Common Core Alignment Index below (pp. 40-42). Use this index to help you key in on particular Anchor Standards and then locate the Task Rotations that can help you address these standards. Because the Common Core Alignment Index includes the full text of each Anchor Standard (from www.corestandards.org), you can use it as a quick reference guide any time you need to recall a specific Anchor Standard.

Code	College and Career Readiness Anchor Standards for Reading	Task Rotation Pages
	Key Ideas and Details	
R.CCR.1	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.	45, 46, 47, 48, 49, 50, 55, 56, 57, 58, 59, 60, 61, 68
R.CCR.2	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	45, 46, 49, 50, 51, 56, 57, 61
R.CCR.3	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	45, 46, 47, 48, 49, 59
	Craft and Structure	
R.CCR.4	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.	65, 66, 67, 68
R.CCR.5	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.	46, 51, 55, 65, 69
R.CCR.6	6. Assess how point of view or purpose shapes the content and style of a text.	48, 49, 50, 56, 58
	Integration of Knowledge and Ideas	
R.CCR.7	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	49, 55, 56, 61
R.CCR.8	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	58, 59, 60
R.CCR.9	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	55, 61, 69
	Range of Reading and Level of Text Complexity	
R.CCR.10	10. Read and comprehend complex literary and informational texts independently and proficiently.	45, 46, 47, 48, 49, 50, 51, 55, 56, 57, 58, 59, 60, 61, 65, 66, 67, 68, 69

For the complete Common Core State Standards go to www.corestandards.org.

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Differentiated Reading Activities for Fiction, Nonfiction, and Poetry

College and Career Readiness Anchor Standards for Writing		
Code		Task Rotation Pages
Text Types and Purposes		
W.CCR.1	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	46, 50, 55, 59, 60, 66, 67, 68, 69
W.CCR.2	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.	47, 49, 56, 67
W.CCR.3	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	51, 58, 61
Production and Distribution of Writing		
W.CCR.4	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	46, 51, 58, 59, 60, 66, 67
W.CCR.5	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	58
W.CCR.6	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<i>*see note below</i>
Research to Build and Present Knowledge		
W.CCR.7	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	61
W.CCR.8	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	61
W.CCR.9	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	48, 49, 60, 61
Range of Writing		
W.CCR.10	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 tasks, purposes, and audiences.	46, 47, 48, 49, 50, 51, 55, 56, 59, 60, 65, 66, 67, 68, 69

***Note:** Although this standard is not addressed directly, most Task Rotation activities in this book can be enhanced through online publishing and collaboration tools.

READING IN STYLE

College and Career Readiness Anchor Standards for Speaking and Listening		Task Rotation Pages
Code		
Comprehension and Collaboration		
SL.CCR.1	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.	51, 58
SL.CCR.2	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	51, 57
SL.CCR.3	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	51, 58
Presentation of Knowledge and Ideas		
SL.CCR.4	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.	46, 51, 56, 57
SL.CCR.5	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	45, 47, 49, 56, 59, 65, 68
SL.CCR.6	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	51, 56, 57

College and Career Readiness Anchor Standards for Language		Task Rotation Pages
Code		
Conventions of Standard English		
L.CCR.1	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	46, 47, 48, 49, 50, 51, 55, 56, 57, 58, 59, 60, 61, 65, 66, 67, 68, 69
L.CCR.2	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	46, 47, 48, 49, 50, 51, 55, 56, 58, 59, 60, 61, 65, 66, 67, 68, 69
Knowledge of Language		
L.CCR.3	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.	51, 66, 67
Vocabulary Acquisition and Use		
L.CCR.4	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.	57
L.CCR.5	5. Demonstrate understanding of word relationships and nuances in word meanings.	55, 60, 65, 66, 67, 68
Range of Writing		
L.CCR.6	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.	48, 51, 58, 61

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