

Alignment of Keys to Literacy (KTL) Programs with the Common Core State Standards (CCSS)

The CCSS describe in detail the literacy skills students should have at each grade level; they also suggest that teachers of **all** subjects should play a role in the development of these skills. KTL professional development programs train teachers of grades 1-12 in all content areas to deliver research-based literacy instruction. KTL's *Key Comprehension Routine*, *Key Vocabulary Routine*, and *ANSWER Key to Open Response* programs are closely aligned with the CCSS (see chart below for further detail). Broadly speaking, KTL programs are aligned with the following goals and research base of the CCSS:

- The K-12 Reading Standards for literature and informational text and the 6-12 Reading Standards for literacy in subject areas place significant emphasis on **careful analytic reading of different types of text that becomes increasingly complex**. KTL's *Key Comprehension Routine* and *ANSWER Key to Open Response* programs teach strategies for analytic reading as well as routines for applying these strategies consistently across grades and subjects. These strategies include: identifying main ideas, generating and answering questions at all levels of Bloom's Taxonomy, summarizing, and taking notes while reading.
- A major goal of the Reading and Writing Standards is for students to **use comprehension strategies independently**. The standards specifically list main idea/detail skills and summarizing, both of which are major components of *The Key Comprehension Routine* and *The ANSWER Key to Open Response*.
- The 6-12 Reading Standards for literacy in subject areas place a strong emphasis on the **ability to use text evidence to support analysis**. The K-12 Writing Standards also emphasize the ability to **write arguments and informative text based on relevant and sufficient evidence**, including the application of organizing strategies. *The Key Comprehension Routine* teaches students to identify main ideas and relevant details while reading meta-cognitively. It also teaches students to use Top-Down Webs and Two-Column Notes to organize text evidence. *The ANSWER Key to Open Response* provides a routine for analyzing text to answer a specific question and then select and organize text evidence before writing a response.
- Both the K-12 Reading and Writing Standards specifically address **language structures** at the sentence, paragraph, and discourse levels. *The Key Comprehension Routine* includes several components that specifically address sentence, paragraph and broader narrative and expository text structures in all subject areas. The 6-12 Reading Standards for literacy in subject areas specifically identify analysis of how the text structures information into categories or hierarchies. The Top-Down Web activity in *The Key Comprehension Routine* specifically teaches students to organize ideas from reading into hierarchies, and the Main Idea activity of the routine includes categorizing.
- The K-12 Language Standards expect that students will **grow their vocabularies** through a mix of conversations, direct instruction, and reading, and that this instruction should happen in all subject areas. *The Key Vocabulary Routine* is a five-step, multi-component program that also emphasizes teaching domain-specific (i.e., subject area) vocabulary. **This program includes the same specific vocabulary strategies detailed in the 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.
- The K-12 Speaking and Listening Standards emphasize teaching students how to **collaborate with peers to converse and share ideas**. A significant component of both *The Key Comprehension Routine* and *The Key Vocabulary Routine* is the use of small-group collaboration to practice comprehension and vocabulary strategies.
- Both the K-12 Writing and Speaking and Listening Standards address the importance of teaching students how to **organize ideas before writing and presenting information orally**. *The Key Comprehension Routine* and *The ANSWER Key to Open Response* use Top-Down Webs, Two-Column Notes, and a Summary Template to organize ideas and information before writing or speaking.
- All of the reading and writing standards place an emphasis on having students **read and write routinely**. All KTL programs emphasize explicit instruction in foundational reading and writing skills, along with significant guided practice until students reach the stage of independent use.
- The CCSS emphasize that teachers of **all** subjects should provide explicit reading and writing instruction – not just in literary texts, but all subject reading. The CCSS recognizes that the burden of reading and writing instruction must not fall on ELA teachers and English departments alone. This is also the cornerstone of all KTL programs: KTL provides professional development to teachers in all content areas.

Alignment of Keys to Literacy Programs with the Common Core State Standards

The right column lists the KTL program(s) that specifically correspond to each CCSS standard listed in the middle column. See below for abbreviations.

<p><u>ABBREVIATION KEY</u></p> <p>Key Comp = <i>The Key Comprehension Routine</i> M = Main idea skills T = Text structure W = Top-Down Topic Web (graphic organizer) N = Two-column notes S = Summary Q = Question generation and answering</p>	<p>Key Vocab = <i>The Key Vocabulary Routine</i> P = Previewing A = Activities to connect related words S = Selecting content words to teach in-depth W = Use of context, word parts</p> <p>Answer = <i>The ANSWER Key to Open Response</i> C = Critical, analytical reading I = Identification of specific text evidence W = Writing about comprehension</p>
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CATEGORY	STANDARD	APPLICABLE KTL 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.	Key Comp: M/W/N/S/Q Answer: C/I/W
	#2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Key Comp: M/T/W/N/S
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.	Key Voc: P/A/W
	#5. Analyze the structure of texts, including how specific sentences, paragraph, and larger portions of the text relate to each other and the whole.	Key Comp: M/T,W,N
Range of Reading Level of Text Complexity	#10. Read and comprehend literary and informational texts independently and proficiently.	Key Comp: M/T/W/N/S/Q Key Voc: P/A/S/W Answer: C
<i>Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects, 6-12</i>		
Key Ideas and Details	#1. Cite specific text evidence to support analysis.	Key Comp: M/N/Q Answer: C/I/W
	#2. Determine the central ideas or information; summarize.	Key Comp: M/N/S
Craft and Structure	#4. Determine the meaning of symbols, key terms and other domain specific words and phrases.	Key Voc: P/A/S/W
	#5. Analyze the structure an author uses to organize text; analyze how the text structures information or ideas into categories or hierarchies.	Key Comp: M/T/W/N
Integration of Knowledge and Ideas	#8. Distinguish among facts; assess the extend to which reasoning and evidence in a text support author's claim.	Key Comp: M/N Answer: C/I
Range of Reading Level of Text Complexity	#10. Read and comprehend history/social studies texts, science/technical texts.	Key Comp: M/T/W/N/S/Q Answer: C/I/W

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.	Key Comp: M/W/N/S Answer: C/I/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.	Key Comp: M/W/N/S Answer: C/I/W
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.	Key Comp: M/W/N/S/Q
	#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.	Key Comp: M/W/N/S
	#9. Draw evidence from literacy or informational texts to support analysis, reflection, and research.	Key Comp: M/W/N Answer: C/I
Range of Writing	#10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	Key Comp: W/N/S/Q Answer: C/I/W
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.	Key Comp: W/N/S/Q Key Vocab: A
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.	Key Comp: M/W/N/S Answer: C/I
Language Standards K-5 and 6-12		
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.	Key Vocab: A/S/W
	#5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Key Vocab: P/A/S/W
	#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.	Key Vocab: P/A/S/W
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.	Key Vocab: W



**For more information about Keys to Literacy programs, please contact us:
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