



Essential Learning Systems and Its Alignment to the  
**COMMON CORE STATE STANDARDS**



Learning Solutions that are key to making a difference!™



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Essential Learning Systems (ELS) is a proven, scientifically research based, therapeutic approach to correct the core of learning problems — faulty sensory processing. A strong tool for educators needing to address Tier 2 and Tier 3 RTI students, ELS is designed for struggling learners, English Language Learners, and those with identified learning disabilities.

On page 9 of the Introduction section of the Common Core State Standards, the authors include some important limitations to the CCSS. They note:

*The standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the standards do provide clear signposts along the way to the goal of college and career readiness for all students.*

*It is also beyond the scope of the Standards to define the full range of supports appropriate for English Language Learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives.*

At Creative Education Institute (CEI), we do just that. Our goal is to develop those programs that provide every student an opportunity to learn, and this goal is reflected in our mission....

*To produce innovative learning solutions that enable people with educational differences to achieve academic, social, and professional success.*

We continue this mission by providing our customers and students programs crafted in the latest educational research, innovations, and technology. Our focus remains on the struggling learners, and the following alignments with CCSS reflect just that.





## Common Core Reading Standards for Foundational Skills

Common Core Reading Standard Grade 3	Essential Learning Systems Instructional Program/Activity
<b>Phonics and Word Recognition</b> <ol style="list-style-type: none"> <li>1. Know and apply grade-level phonics and word analysis in decoding words. <ol style="list-style-type: none"> <li>a. Identify and know the meanings of the most common prefixes and suffixes.</li> <li>b. Decode words with common Latin suffixes.</li> <li>c. Decode multi syllable words.</li> <li>d. Read grade appropriate irregularly spelled words.</li> </ol> </li> </ol>	<p>SHARE</p> <p>Word Building Worksheet</p> <p>Copy-Write</p> <p>Clues</p> <p>Clues Worksheet</p> <p>Quick Pick</p> <p>Quick Tales (computerized and written copies)</p> <p>Fluency Passages</p> <p>Phoneme Awareness Manual</p> <p>Auditory Feedback</p> <p>Teacher Echo</p> <p>(Activities Align with Sub-Standards A and D)</p>
<b>Fluency</b> <ol style="list-style-type: none"> <li>1. Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol> </li> </ol>	<p>Clues</p> <p>Clues Worksheet</p> <p>Word Match</p> <p>Word Match Worksheet</p> <p>Fluency Passages</p> <p>Auditory Feedback</p> <p>Quick Tales (computerized and written copies)</p> <p>Picture Reference/Answer Book</p>



## Common Core Reading Standards for Informational Text

Common Core Reading Standard Grade 3	Essential Learning Systems Program/Instructional Activity
<b>Key Ideas and Details</b>	
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Quick Tales (computerized and written copies)
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	Quick Tales (computerized and written copies)
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Quick Tales (computerized and written copies)  CEI Journal
<b>Craft and Structure</b>	
1. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3 topic or subject area.	SHARE  Copy-Write  Word Match  Word Match Worksheet  Clues  Clues Worksheet  Picture Reference/Answer Book  Quick Tales (computerized and written copies)
2. Use text features gained from illustrations and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how events occur).	Quick Tales (computerized and written copies)  CEI Journal  Picture Reference/Answer Book
3. Distinguish their own point of view from that of the author of a text.	Quick Tales (computerized and written copies)
<b>Integration Of Knowledge And Ideas</b>	
1. Use information gained from illustrations (e.g., maps and photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Quick Tales (computerized and written copies)  CEI Journal  Picture Reference/Answer Book
2. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Quick Tales (computerized and written copies)



Common Core Reading Standard Grade 3	Essential Learning Systems Program/Instructional Activity
3. Compare and contrast the most important points and key details presented in two texts on the same topic.	Quick Tales (computerized and written copies)
<b>Range Of Reading And Level Of Text Complexity</b> 1. 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 2-3 text complexity band independently and proficiently.	Quick Tales (computerized and written copies)

### Common Core Reading Standards for Literature

Common Core Reading Standard Grade 3	Essential Learning Systems Program/Instructional Activity
<b>Key Ideas and Details</b> 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Quick Tales (computerized and hard copies)
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Quick Tales (computerized and hard copies) CEI Journal
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Quick Tales (computerized and hard copies) CEI Journal
<b>Craft and Structure</b> 1. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	SHARE Word Match Word Match Worksheet Clues Clues Worksheet Quick Tales (computerized and written copies)
2. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Quick Tales (computerized and written copies) CEI Journal



Common Core Reading Standard Grade 3	Essential Learning Systems Program/Instructional Activity
3. Distinguish their own point of view from that of the narrator or those of the characters.	Quick Tales (computerized and written copies)  CEI Journal
<b>Integration of Knowledge and Ideas</b>  1. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Quick Tales (computerized and written copies)  CEI Journal  Picture Reference/Answer Book
2. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Quick Tales (computerized and written copies)  CEI Journal  Picture Reference/Answer Book
<b>Range of Reading and Level of Text Complexity</b>  1. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	Quick Tales (computerized and written copies)  Fluency Passages