

TOON INTO READING!™

COMICS AND COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

The Common Core State Standards (CCSS) are organized around the categories (strands):

READING	RL—Reading Literature/RI—Reading Informational Text/RF—Reading Foundational Skills
WRITING	W—Writing
SPEAKING and LISTENING	SL—Speaking and Listening
LANGUAGE	L—Language

Individual grade-specific standards can be identified by the strand, grade level, and standard number. The designation **RL.2.3**, for example, stands for **Reading Literature, Grade 2, Standard 3**.

TEACHING WITH TOON BOOKS

Young readers love comics. In one of the most exciting new trends in education, teachers are using TOON Books, high-quality comics designed specifically for elementary classrooms, to further their students' progress along the CCSS. Comics are excellent teaching tools: young readers are naturally drawn to the detail in the pictures, which makes them want to read the words. Emerging readers and so-called 'reluctant' readers are enchanted by a strong visual narrative and instantly feel at ease with comics' inviting format. TOON Books provide many opportunities for students to make inferences from illustrations, integrate information from text and pictures, acquire new vocabulary supported by the pictures, and recognize the basic elements of the comics format. After reading, students participate in TOON activities like creative writing, reader's theater, and storytelling. With the pedagogical underpinnings presented here, teachers have found it easy to engage young minds in the pleasure of reading. In the words of TOON Advisor, Pulitzer Prize-winning cartoonist Art Spiegelman: "Comics are a gateway drug to literacy."

THE TOON LEVELS



LEVEL 1

FIRST COMICS FOR BRAND-NEW READERS

- 200–300 EASY SIGHT WORDS • SHORT SENTENCES • OFTEN ONE CHARACTER
- SINGLE TIME FRAME OR THEME • 1–2 PANELS PER PAGE



LEVEL 2

EASY-TO-READ COMICS FOR EMERGING READERS

- 300–600 WORDS • SHORT SENTENCES AND REPETITION • STORY ARC WITH FEW CHARACTERS IN A SMALL WORLD • 1–4 PANELS PER PAGE



LEVEL 3

CHAPTER-BOOK COMICS FOR ADVANCED BEGINNERS

- 800–1000+ WORDS IN LONG SENTENCES • LONG STORY DIVIDED INTO CHAPTERS • BROAD WORLD AS WELL AS SHIFTS IN TIME AND PLACE
- READER NEEDS TO MAKE CONNECTIONS AND SPECULATE

TOON LEVELS AND COMMON CORE STANDARDS

While the CCS Standards apply to all literature and non-fiction books, comics' unique blend of words and pictures and the TOON Books' unique use of controlled vocabulary means that they lend themselves extremely well to teaching along all the standards. The following standards stand out as particularly excellent examples of comics' fit with the CCSS:

		READING	WRITING	LISTENING & SPEAKING	LANGUAGE
LEVEL 1	Kindergarten	RL.K.1, 2, 3, 4, 6, 7, 9 RI.K.1, 2, 3, 4, 6, 7, 9	W.K.1, W.K.2, W.K.3	SL.K.1, SL.K.2, SL.K.5, SL.K.6	L.K.4, L.K.5
	Grade 1	RL.1.1, 2, 3, 4, 6, 7, 9 RI.1.1, 2, 3, 4, 6, 7, 9	W.1.2, W.1.3, W.1.7	SL.1.1, SL.1.2, SL.1.4, SL.1.5	L.1.4, L.1.5
LEVEL 2	Grade 2	RL.2.1, 2, 3, 4, 6, 7, 9 RI.2.1, 2, 3, 4, 6, 7, 9	W.2.3	SL.2.1, SL.2.2, SL.2.4	L.2.4, L.2.5
	Grade 3	RL.3.1, 2, 3, 4, 6, 7, 9 RI.3.1, 2, 3, 4, 6, 7, 9	W.3.3	SL.3.1, SL.3.2, SL.3.4	L.3.4, L.3.5

TOON INTO READING!™

CCSS.ELA-Literacy **RL/RI**—READING STANDARDS FOR LEVEL TWO TOON BOOKS

LEVEL 2

EASY-TO-READ COMICS FOR EMERGING READERS

- 300-600 WORDS • SHORT SENTENCES AND REPETITION • STORY ARC WITH FEW CHARACTERS IN A SMALL WORLD • 1-4 PANELS PER PAGE

KEY IDEAS AND DETAILS

	RL.1/RI.1	RL.2/RI.2	RL.3/RI.3
1	Ask and answer questions about key details in a text.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. / Identify the main topic and retell key details of a text.	Describe characters, settings, and major events in a story, using key details. / Describe the connection between two individuals, events, ideas, or pieces of information in a text.
2	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Recount stories, including fables and folktales from diverse cultures, and determine their central message. / Identify the main topic of a multiparagraph text, and single paragraphs.	Describe how characters in a story respond to major events and challenges. / Describe the connection between a series of historical events, scientific ideas or concepts or procedures.

CRAFT AND STRUCTURE

	RL.4/RI.4	RL.5/RI.5	RL.6/RI.6
1	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. / Ask and answer questions to help clarify the meanings of words and phrases	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. / Know and use various text features to locate key facts or information in a text.	Identify who is telling the story at various points in a text. / Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
2	Describe how words and phrases (e.g., rhymes, repeated lines) supply rhythm and meaning. / Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. / Know and use various text features to locate key facts in a text.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. / Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

INTEGRATION OF KNOWLEDGE AND IDEAS

	RL.7/RI.7	RI.8	RL.9/RI.9
1	Use illustrations and details in a story to describe its characters, setting, or events.	Identify the reasons an author gives to support points in a text.	Compare and contrast the adventures and experiences of characters in stories. / Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
2	Use information gained from the illustrations and words in a text to demonstrate understanding of its characters, setting, or plot. / Explain how specific images contribute to or clarify a text.	Describe how reasons support specific points the author makes in a text.	Compare and contrast two or more versions of the same story. / Compare and contrast the most important points presented by two texts on the same topic.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

	RL.10/RI.10
1	With prompting and support, read (prose and poetry / informational texts) of appropriate complexity for grade 1.
2	With prompting and support, read (prose and poetry / informational texts) of appropriate complexity for grade 2-3.

TOON INTO READING!™

CCSS.ELA-Literacy **SL—SPEAKING AND LISTENING STANDARDS AND W—WRITING STANDARDS FOR LEVEL TWO TOON BOOKS**

COMPREHENSION AND COLLABORATION

	SL.1	SL.2	SL.3
1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
2	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

PRESENTATION OF KNOWLEDGE AND IDEAS

	SL.4	SL.5	SL.6
1	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Produce complete sentences when appropriate to task and situation.
2	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences to clarify ideas, thoughts, and feelings.	Produce complete sentences when appropriate to task and situation to provide detail or clarification.

TEXT TYPES AND PURPOSES

	W.1	W.2	W.3
1	Write opinion pieces.	Write informative/explanatory texts.	Write narratives recounting two or more appropriately sequenced events.
2	Write opinion pieces.	Write informative/explanatory texts.	Write narratives recounting a well-elaborated event or short sequence of events.

PRODUCTION AND DISTRIBUTION OF WRITING

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

	W.5	W.6		W.7	W.8
1	Focus on a topic, respond to peers and strengthen writing.	Explore digital tools to produce and publish writing.	1	Participate in shared research and writing projects.	Recall information or gather information to answer a question.
2	Focus on a topic, respond to peers and strengthen writing.	Explore digital tools to produce and publish writing.	2	Participate in shared research and writing projects.	Recall information or gather information to answer a question.