

# 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<br>RI.K.1, 2, 3, 4, 6, 7, 9 | W.K.1, W.K.2,<br>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<br>RI.1.1, 2, 3, 4, 6, 7, 9 | W.1.2, W.1.3,<br>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<br>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<br>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 THREE TOON BOOKS**

### 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

#### KEY IDEAS AND DETAILS

|          | RL.1/RI.1   | RL.2/RI.2   | RL.3/RI.3   |
|----------|---|---|---|
| <b>2</b> | 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.      |
| <b>3</b> | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | Recount stories from diverse cultures; determine the central message and explain how it is conveyed through key details. / Determine the main idea; recount key details and explain how they support the main idea. | Describe characters in a story and explain how their actions contribute to the sequence of events. / Describe the relationship between a series of events or steps in technical procedures. |

#### CRAFT AND STRUCTURE

|          | RL.4/RI.4   | RL.5/RI.5   | RL.6/RI.6  |
|----------|---|---|--|
| <b>2</b> | 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.    | 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. |
| <b>3</b> | Determine the meaning of words and phrases, distinguishing literal from nonliteral language. / Determine the meaning of general academic and domain-specific words and phrases. | Refer to parts of stories, dramas, and poems when writing or speaking about a text; describe how each successive part builds on earlier sections. / Use text features and search tools to locate information efficiently. | Distinguish their own point of view from that of the narrator or those of the characters. / Distinguish their own point of view from that of the author of a text.                             |

#### INTEGRATION OF KNOWLEDGE AND IDEAS

|          | RL.7/RI.7  | RI.8   | RL.9/RI.9   |
|----------|--|--|---|
| <b>2</b> | 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.                             |
| <b>3</b> | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. / Use information gained from illustrations and the words in a text to demonstrate understanding of the text. | Describe the logical connection between particular sentences and paragraphs in a text. | Compare and contrast the themes, settings, and plots of stories written. / Compare and contrast the most important points and key details presented in two texts on the same topic. |

#### RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

|          | RL.10/RI.10  |
|----------|--|
| <b>2</b> | With prompting and support, read (prose and poetry / informational texts) of appropriate complexity for grade 2-3.                       |
| <b>3</b> | By the end of the year, read and comprehend texts at the high end of the grades 2–3 text complexity band independently and proficiently. |

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

**COMPREHENSION AND COLLABORATION**

|          | SL.1   | SL.2  | SL.3  |
|----------|--|---|---|
| <b>2</b> | 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. |
| <b>3</b> | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly. | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.   |

**PRESENTATION OF KNOWLEDGE AND IDEAS**

|          | SL.4  | SL.5  | SL.6  |
|----------|---|---|---|
| <b>2</b> | Tell a story or recount an experience with 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.                     |
| <b>3</b> | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

**TEXT TYPES AND PURPOSES**

|          | W.1                   | W.2                                  | W.3   | W.4  |
|----------|-----------------------|--------------------------------------|---|--|
| <b>2</b> | Write opinion pieces. | Write informative/explanatory texts. | Write narratives recounting a well-elaborated event or short sequence of events.      |  |
| <b>3</b> | Write opinion pieces. | Write informative/explanatory texts. | Write narratives using effective technique, descriptive details, and event sequences. | Produce writing with appropriate development and organization. |

**PRODUCTION AND DISTRIBUTION OF WRITING**

**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

|          | W.5  | W.6   | W.7  | W.8  | W.10   |
|----------|--|---|--|--|--|
| <b>2</b> | Focus on a topic, respond to peers and strengthen writing.                   | Explore digital tools to produce and publish writing. | Participate in shared research and writing projects. | Recall information or gather information to answer a question.       |  |
| <b>3</b> | Develop and strengthen writing as needed by planning, revising, and editing. | Use technology to produce and publish writing.        | Conduct short research projects.                     | Recall information or gather information; take and sort brief notes. | Write routinely over extended and shorter time frames. |