Common Core State Standards Alignment of Story Champs & the CUBED

Reading: Literature and Informational Text

CCSS	How does Story Champs meet these standards?	How does the CUBED assess these standards?
CCSS.ELA-LITERACY.RL.K.1-5.1	Main ideas and supporting details are explicitly identified and students practice asking and answering various questions, quoting text, repeating dialogue, and making inferences with and without textual, student-generated notes, icons, pictures, and verbal scaffolding.	Features of narrative and expository (informational) language, including dialogue, are embedded in the CUBED listening and reading comprehension measures. Students retell passages, and receive higher scores for complete and accurate accounting of information. A supplemental story questions section measures students' ability to answer questions about each narrative and informational passage. Comprehension questions and vocabulary subsections measure inferencing skills.
CCSS.ELA-LITERACY.RL.K.2-5.2	Story Champs is built around the process of retelling systematically more and more complicated, culturally diverse personal (familiar) and fictional narratives and all types of informational text with accuracy emphasizing understanding of major story grammar elements, main topics, key details, and complex, academic language.	The CUBED assessment has 25 listening and reading comprehension benchmark and progress monitoring parallel forms for each grade. These are built around culturally diverse narratives with embedded informational content. Students are expected to understand major story grammar, language complexity features, main ideas, and supporting details.
CCSS.ELA-LITERACY.RL.K.3-5.3	Students are introduced to story grammar elements, complex language, main ideas, and supporting details, and are expected to include all major elements in their retells and generations. Students learn to connect information across a text. Causality and temporality are emphasized. Detailed descriptions are encouraged. Icons and pictures are used to support the learning of these story grammar features.	The CUBED assessment specifically measures a student's ability to identify story grammar elements, leading to explicit, individualized instructional goals. Insight, the digital application of the CUBED will automatically identify which story grammar elements a student needs to work on.
CCSS.ELA-LITERACY.RL.K.4-5.4	Levels A and B of Story Champs specifically target tier 2 (uncommon) words. Students are explicitly taught the meaning of tier 2 words, and are also taught how to infer the meaning of unknown words. Students are taught to identify and use words associated with emotional responses and internal states. More advanced Story Champs procedures teach students to understand and use figurative language.	The CUBED assessment includes a subtest that measures a student's ability to infer the meaning of unfamiliar words. Insight identifies students who need help in that specific area. Students receive higher scores when internal states and emotion terms are used. Metaphors, idioms, and other figurative language features are included in later-grade assessments.

CCSS.ELA-LITERACY.RL.K.5-5.5	Story Champs exposes students to personal narratives, fictional narratives, and all genera of informational text. Idioms, metaphors, and complex, academic language are embedded in the model stories used in instruction. Story Champs also provides a framework wherein any type of text can be taught to students. Story Champs teaches students much more than just "beginning, middle, and end". Complex story grammar and their causal and temporal connections are taught.	Students are assessed on their ability to understand narratives and embedded informational text. Students are also prompted to produce their own personal and fictional stories and informational texts. Informational content is embedded in the assessments, and students earn higher points for understanding the content and for making causal and temporal connections.
CCSS.ELA-LITERACY.RL.K.6-5.6	Each Story Champs narrative includes at least two different characters and students are taught to focus on reference cohesion. Students are taught to attend to the internal states of characters in order to understand different points of view and to use dialogue when narrating. Pictures are introduced (and systematically withdrawn). Students are taught to use pictures to obtain additional information about written content. Informational text, usually derived from the curriculum, provides the opportunity for students to identify the different types of informational texts and compare and contrast information across texts. A focus on authorship is encouraged, and students are expected to engage in discussion and to form their own opinions.	The CUBED assessments include multiple characters and students receive higher scores when those characters are clearly identified. The CUBED assesses a student's ability to include information on internal states of characters and character dialogue. Different types of informational text are embedded in the assessments and students receive higher scores when such information is produced and understood. Students are asked for their opinion about why something happened, and what they think will happen next in the CUBED assessment.
CCSS.ELA-LITERACY.RL.K.7-5.7	Story Champs includes 144 different story versions with accompanying illustrations that depict major story features. Also included are multiple single picture scenes that represent multiple story grammar elements. Students learn to explicitly describe how each part of story (or informational text) is connected. Interventionists are encouraged to use pictures, diagrams, and illustrations to support informational text lessons.	The CUBED specifically assesses a student's ability to use causal terms when retelling narrative and informational texts. Insight identifies students who need specific help making causal connections.
CCSS.ELA-LITERACY.RL.K.8-5.8	Story Champs facilitates a focus on informational text and encourages discussion about author purpose and point of view. Story Champs also teaches students to make causal connections.	The CUBED measures a student's ability to provide important information about why information is included in a text and to provide evidence to support a main point.
CCSS.ELA-LITERACY.RL.K.9-5.9	Because Story Champs uses multiple exemplars, students are given many opportunities to identify similarities and differences across narratives. Story Champs stories have multiple versions which allow for comparing and contrasting. Furthermore, students are taught to generate their own stories that are similar to model narratives used in intervention.	The CUBED measures a student's ability to identify problems, character's attempts, consequences, and other key information in narration.

| CCSS.ELA-LITERACY.RL.K.10-5.10 | Story Champs is focused on listening and reading comprehension. Students participate in large-group activities that facilitate comprehension and hone their ability to understand grade-level material. | The CUBED measures how well a student can understand complex, academic language, with an emphasis on deep-level comprehension. The CUBED assessments measure a student's ability to understand more and more complex narrative and informational content, increasing in difficulty as grade levels increase. |

Writing

CCSS	How does Story Champs meet this standard?	How does the CUBED assess this standard?
CCSS.ELA-LITERACY.W.K.1-5.1 CCSS.ELA-LITERACY.W.K.2-5.2 CCSS.ELA-LITERACY.W.K.3-5.3 CCSS.ELA-LITERACY.W.K.4-5.4 CCSS.ELA-LITERACY.W.K.5-5.5 CCSS.ELA-LITERACY.W.K.6-5.6 CCSS.ELA-LITERACY.W.K.7-5.7 CCSS.ELA-LITERACY.W.K.8-5.8 CCSS.ELA-LITERACY.W.K.9-5.9 CCSS.ELA-LITERACY.W.K.10-5.10	Story Champs builds a language foundation that support writing at a very early age. Students who participate in Story Champs learn to "talk like writing", and they are also taught to "write like writing." Young students use a combination of drawing, dictating, and writing of complex personal and fictional narratives and informational texts. Using peer tutoring procedures, students learn to respond to questions and suggestions from peers. Teachers scaffold writing using pictures and icons. These scaffolds are systematically withdrawn. Important features of written language are modeled and practiced both orally and in written form, including the use of linking words that convey causality or temporal connectedness. Students learn to organize their narrative and expository writing using story grammar and informational text structures. Essentially, all things taught orally in Story Champs are also taught in written form. Students apply literature reading standards to their writing.	The CUBED includes progress monitoring procedures for writing. Students are prompted to write material similar to modeled narratives with embedded informational text.

Speaking and Listening

CCSS	How does Story Champs meet this standard?	How does the CUBED assess this standard?
CCSS.ELA-LITERACY.SL.1-5.1 CCSS.ELA-LITERACY.SL.2-5.2 CCSS.ELA-LITERACY.SL.3-5.3 CCSS.ELA-LITERACY.SL.4-5.4 CCSS.ELA-LITERACY.SL.5-5.5 CCSS.ELA-LITERACY.SL.6-5.6 CCSS.ELA-LITERACY.SL.7-5.7 CCSS.ELA-LITERACY.SL.8-5.8 CCSS.ELA-LITERACY.SL.9-5.9 CCSS.ELA-LITERACY.SL.10-5.10	Story Champs encourages conversation – but not just any kind of conversation. Story Champs emphasizes literate, academic language which is typically more complex than conversational language and that is more reflective of written language. Students take turns telling and retelling narratives and informational text material, ask and answer questions about what they are talking about, and engage in peer tutoring activities that put them in the 'teacher' position which encourages asking questions about narrative content and key details. Students learn to use very descriptive language which reflects written language. Students often audio record their stories and add their own illustrations to their narrative and informational material. Students learn to differentiate between different contexts that call for more formal English and Spanish.	The CUBED assessment, with the accompanying Insight digital system, assesses a student's ability to retell and tell narratives and informational text and answer questions in an academic setting.

Language

CCSS	How does Story Champs meet this standard?	How does the CUBED assess this standard?
CCSS.ELA-LITERACY.L.K.1-5.1 CCSS.ELA-LITERACY.L.K.2-5.2 CCSS.ELA-LITERACY.L.K.3-5.3 CCSS.ELA-LITERACY.L.K.4-5.4 CCSS.ELA-LITERACY.L.K.5-5.5 CCSS.ELA-LITERACY.L.K.6-5.6 CCSS.ELA-LITERACY.L.K.7-5.7 CCSS.ELA-LITERACY.L.K.8-5.8 CCSS.ELA-LITERACY.L.K.9-5.9 CCSS.ELA-LITERACY.L.K.10-5.10	Story Champs facilitates growth in receptive and expressive English and Spanish oral language. There is a strong emphasis on complex (and correct) grammar, tier 2 and tier 3 vocabulary, inferential word learning, the use of adverbs and adjectives, as well as all other important features of English and Spanish language development, including plurals, interrogatives, proper pronoun referencing, verb morphology, subordinating conjunctions, and prepositions. Story Champs accelerates language development beyond that expected of the CCSS.	"Reading comprehension" is assessed using oral language for young students (e.g., beginning of kindergarten) and is used as a supplemental measure of comprehension when a student's reading comprehension is not meeting benchmark expectations.

Reading: Foundational Skills

CCSS	How does the CUBED assess this standard?
CCSS.ELA-LITERACY.RF.K.1-5.1 CCSS.ELA-LITERACY.RF.K.2-5.2 CCSS.ELA-LITERACY.RF.K.3-5.3 CCSS.ELA-LITERACY.RF.K.4-5.4 CCSS.ELA-LITERACY.RF.K.5-5.5 CCSS.ELA-LITERACY.RF.K.6-5.6 CCSS.ELA-LITERACY.RF.K.7-5.7 CCSS.ELA-LITERACY.RF.K.8-5.8 CCSS.ELA-LITERACY.RF.K.9-5.9 CCSS.ELA-LITERACY.RF.K.10-5.10	The CUBED assessment measures a student's ability to recognize all upper- and lowercase letters, segment and blend phonemes, identify rhyming words, isolate and pronounce individual sounds CVC, CCVC and silent 'e' words, and blend those sounds. One-to-one letter sound correspondences are measured (letter sounds), and high-frequency "sight" words are assessed. Students are assessed on their ability to read with sufficient accuracy and fluency to support comprehension. The CUBED reading assessments use carefully engineered passages that are parallel across multiple language features and Lexile scores.