Common Core Correlated Education Standards

Jubilee:
The First Therapy Horse and an Olympic Dream
by KT Johnston, illustrated by Anabella Ortiz
from capstone

Lis Hartel became paralyzed after contracting polio in 1944. Her dreams of riding horses and competing in the sport of dressage were shattered. After months in the hospital, doctors told her she'd never ride again. Lis tried anyway. How do you stay on a horse without using your legs? How do you give the subtle cues needed in dressage with limited mobility? With hard work—and an unlikely horse named Jubilee. After years of training together and creating a new way of communicating, Lis and Jubilee danced into the competition ring, and eventually all the way to the Olympics. Lis Hartel was the first woman with a disability ever to win an Olympic medal, and the first woman to stand equally beside men on the Olympic winners' podium in any sport.

Language Arts - Grade 3

CCSS.ELA-Literacy.RI.3 Reading Standards for Informational Text

Key Ideas and Details
CCSS.ELA-Literacy.RI.3.2
Determine the main idea of a text; recount the key details and explain how they support the main idea.

Craft and Structure
CCSS.ELA-Literacy.RI.3.4
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Range of Reading and Level of Text Complexity
CCSS.ELA-Literacy.RI.3.10
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.

CCSS.ELA-Literacy.RF.3 Reading Standards: Foundational Skills

Fluency
CCSS.ELA-Literacy.RF.3.4
Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.3.4.a
Read on-level text with purpose and understanding.

CCSS.ELA-Literacy.L.3 Language Standards

Vocabulary Acquisition and Use
CCSS.ELA-Literacy.L.3.6
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Language Arts - Grade 4

CCSS.ELA-Literacy.RI.4 Reading Standards for Informational Text

Key Ideas and Details

CCSS.ELA-Literacy.RI.4.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.4.2
Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Craft and Structure

CCSS.ELA-Literacy.RI.4.4
Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RI.4.8
Explain how an author uses reasons and evidence to support particular points in a text.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RI.4.10
By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.RF.4 Reading Standards: Foundational Skills

Fluency

CCSS.ELA-Literacy.RF.4.4
Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.4.4.a
Read on-level text with purpose and understanding.

CCSS.ELA-Literacy.W.4 Writing Standards

Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.4.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.4.9.b
Apply grade 4 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text'').

CCSS.ELA-Literacy.L.4 Language Standards

Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.4.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Language Arts - Grade 5

CCSS.ELA-Literacy.RI.5 Reading Standards for Informational Text

Key Ideas and Details

CCSS.ELA-Literacy.RI.5.2
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Craft and Structure

CCSS.ELA-Literacy.RI.5.4
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RI.5.8
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RI.5.10
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 4-5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.RF.5 Reading Standards: Foundational Skills

Fluency

CCSS.ELA-Literacy.RF.5.4
Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.5.4.a
Read on-level text with purpose and understanding.

CCSS.ELA-Literacy.W.5 Writing Standards

Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.5.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.5.9.b
Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').

CCSS.ELA-Literacy.L.5 Language Standards

Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.5.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).