

Storypath and the Common Core State Standards

Storypath offers students authentic opportunities to develop skills in language arts and literacy as the approach provides “real world” applications of the Common Core State Standards in developmentally appropriate and scaffolded units of study.

Reading: When students read for information within the Storypath, they have a built-in purpose—to help them solve a problem or elaborate on a topic for which they need more information. Thus reading for **key ideas and details** becomes important when students need to cite specific textual evidence to support a position or explain a situation. When students interpret words or phrases to determine an author’s viewpoint about a specific topic, they enhance their understanding of how **craft and structure** can shape the content and style of a text.

The CCSS reading standards are fundamentally tied to purpose within the context of the storyline for each Storypath unit. For example, in the *Safari to Kenya* unit, young children plan an imaginary trip to study Kenya’s people and wildlife. During the unit, students determine what they would need to wear and what time of year to travel. Reading for information becomes important in making these decisions and to help children explain what to pack and when to go. When the invitation to travel to Kenya is presented to students, they examine the way the invitation is written and how its visual features are designed to entice them into an imaginary trip. The **integration of knowledge and ideas** is embedded in the context of the story. Children read a wide variety of text, including temperature charts and information about Kenya’s Maasai Mara, in preparation for their trip. They view photographs of the region and determine the location of the Maasai Mara on a map. The **range of reading and level of text complexity** of the units are developmentally appropriate and tie directly to the planning for such a trip allowing for differentiation of students’ learning needs.

Writing: Over a series of Storypath units, students engage in writing a variety of **text types and purposes** that are grounded in the events that unfold in the story episodes. Students write to explain, to support a position, or to accomplish a specific goal that moves a storyline forward, such as setting rules for a wagon train or creating an advertisement to persuade people to move to a particular community. Again, writing is contextualized and meaningful to the episodic nature of the story itself. For example, in the *Struggle for Independence* unit, older students learn about the founding of the nation and consider whether they will be a Loyalist or Patriot. They take a position and then write to persuade others to join them. In this way, the **production and distribution of writing** is appropriate to the task and meaningful to the circumstances because students are personally engaged in taking a position. Taking such a position requires students to **research to build and present knowledge** of the subject. Each Storypath topic supports a **range of writing** tasks in which students consider their purpose and audience within a real world context.

Speaking and Listening: Speaking and listening mirror real life scenarios in the episodes of a Storypath unit. Each unit offers situations in which someone needs to listen and someone needs to speak. Such activities promote **comprehension and collaboration** within the storyline. One example occurs in the *Struggle for Independence* unit as students confront the decision to become a Patriot or a Loyalist. Students consider the implications of taking a public position and then support their position through **presentation of knowledge and ideas**, fundamental processes in a democratic society. These presentations require peers to engage in careful listening to decide whether they agree or disagree. Thus the range of conversations and collaborations with diverse viewpoints are practiced in historical, global and local contexts depending on the Storypath topic.

Every Storypath unit offers students the opportunity to develop and demonstrate the skills necessary for college and career readiness. These skills are developed over time and in context so that learners have the opportunity to practice and affirm their agency as capable and knowledgeable participants in a democratic society and interdependent world.