



## Common Core State Standards: *Picasso to Warhol* Tour Grades K-12

Assembled exclusively for the High from The Museum of Modern Art in New York, this exhibition is a who's who of twentieth-century artists. While engaging with some of modern art's most important works, students will learn what makes a work of art a masterpiece and what makes an artist a master. While learning how modern artists expanded the definition of art, students will discover the many connections between modern art and their classroom curriculum.

A tour of *Picasso to Warhol: Fourteen Modern Masters* can support the following Common Core State Standards:

### **Kindergarten**

#### ***Reading Standards for Literature***

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.

#### ***Reading Standards for Informational Text***

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell details of a text.
4. With prompting and support, ask and answer questions about unknown words in a text.
8. With prompting and support, identify the reasons an author gives to support points in a text.

#### ***Reading Standards: Foundational Skills***

1. Demonstrate understanding of the organization and basic features of print.
3. Know and apply grade-level phonics and word analysis skills in decoding words.

#### ***Speaking and Listening Standards***

3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

#### ***Language Standards***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.

#### ***Mathematics Standards***

- Know number names and the count sequence
- Count to tell the number of objects
- Compare numbers
- Describe and compare measurable attributes.

- Classify objects and count the number of objects in each category.
- Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- Analyze, compare, create, and compose shapes.

## **Grade 1**

### ***Reading Standards for Literature***

1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

### ***Reading Standards for Informational Text***

1. Ask and answer questions about key details in a text.
2. Identify the main topic and retell key details of a text.
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
6. Distinguish between information provided by pictures or other illustrations and information provided by words in a text.
8. Identify the reasons an author gives to support points in a text.

### ***Reading Standards: Foundational Skills***

1. Demonstrate understanding of the organization and basic features of print.
3. Know and apply grade-level phonics and word analysis skills in decoding words.

### ***Speaking and Listening Standards***

3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
6. Produce complete sentences when appropriate to task and situation.

### ***Language Standards***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

### ***Mathematics Standards***

- Reason with shapes and their attributes.

## **Grade 2**

### ***Reading Standards for Literature***

6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue out loud.

### ***Reading Standards for Informational Text***

8. Describe how reasons support specific points the author makes in a text.

### ***Reading Standards: Foundational Skills***

3. Know and apply grade-level phonics and word analysis skills in decoding words.

### ***Speaking and Listening Standards***

3. 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.
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### ***Language Standards***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
3. Use knowledge of language and its conventions when writing, speaking, reading or listening.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
5. Demonstrate understanding of word relationships and nuances in word meanings.

### ***Mathematics Standards***

- Reason with shapes and their attributes.

## **Grade 3**

### ***Reading Standards for Literature***

4. Determine in the meaning of words and phrases as they are used in a text, distinguishing literal from non literal language.
6. Distinguish their own point of view from that of the narrator or those of the characters.

### ***Reading Standards for Informational Text***

2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
6. Distinguish their own point of view from that of the author of the text.
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

### ***Reading Standards: Foundational Skills***

3. Know and apply grade-level phonics and word analysis skills in decoding words.

### ***Speaking and Listening Standards***

2. 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.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### ***Language Standards***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

3. Use knowledge of language and its conventions when writing, speaking, reading or listening.
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3
5. Demonstrate understanding of word relationships and nuances in word meanings.

## **Grade 4**

### ***Reading Standards for Literature***

2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narration.

### ***Reading Standards for Informational Text***

1. Refer to details and examples in a text when explaining what text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
8. Explain how an author uses resources and evidence to support particular points in a text.

### ***Reading Standards: Foundational Skills***

3. Know and apply grade-level phonics and word analysis skills in decoding words.

### ***Speaking and Listening Standards***

6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

### ***Language Standards***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
3. Use knowledge of language and its conventions when writing, speaking, reading or listening.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### ***Mathematics Standards***

- Generate and analyze patterns.
- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

## **Grade 5**

### ***Reading Standards for Literature***

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
6. Describe how a narrator's or speaker's point of view influences how events are described.
7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

### ***Reading Standards for Informational Text***

8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.

### ***Reading Standards: Foundational Skills***

3. Know and apply grade-level phonics and word analysis skills in decoding words.

### ***Speaking and Listening Standards***

6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

### ***Language Standards***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
3. Use knowledge of language and its conventions when writing, speaking, reading or listening.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## **Grade 6**

### ***Reading Standards for Literature***

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

### ***Reading Standards for Informational Text***

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

### ***Speaking and Listening Standards***

3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### ***Language Standards***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
3. Use knowledge of language and its conventions when writing, speaking, reading or listening.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### ***Reading Standards for Literacy in History/Social Studies***

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.

### ***Reading Standards for Literacy in Science and Technical Subjects***

2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

## **Grade 7**

### ***Reading Standards for Informational Text***

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
4. Determine the meaning of word and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

### ***Speaking and Listening Standards***

3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### ***Language Standards***

1. Demonstrate command of the conventions of standard English grammar when writing or speaking.
3. Use knowledge of language and its conventions when writing, speaking, reading or listening.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### ***Reading Standards for Literacy in History/Social Studies***

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.

### ***Reading Standards for Literacy in Science and Technical Subjects***

2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

## **Grade 8**

### ***Reading Standards for Informational Text***

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
4. Determine in the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies, or allusions to other texts.
7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text video, multimedia) to present a particular topic or idea.

### ***Speaking and Listening Standards***

2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### ***Language Standards***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
3. Use knowledge of language and its conventions when writing, speaking, reading or listening.
4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### ***Reading Standards for Literacy in History/Social Studies***

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.

### ***Reading Standards for Literacy in Science and Technical Subjects***

2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

## **Grades 9-10**

### ***Reading Standards for Literature***

4. Determine in the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

### ***Reading Standards for Informational Text***

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

### ***Speaking and Listening Standards***

2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### ***Language Standards***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### ***Reading Standards for Literacy in History/Social Studies***

1. Cite specific textual evidence to support analysis or primary and secondary sources, attending to such features as the date and origin of the information.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social or economic aspects of history/social studies.
5. Analyze how a text uses structure to emphasize key points or advance and explanation or analysis.

### ***Reading Standards for Literacy in Science and Technical Subjects***

2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

## **Grades 11-12**

### ***Reading Standards for Informational Text***

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10)

### ***Speaking and Listening Standards***

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
6. Adapt speech to a variety of context and tasks, demonstrating a command of formal English when indicated or appropriate.

### ***Language Standards***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### ***Reading Standards for Literacy in History/Social Studies***

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

***Reading Standards for Literacy in Science and Technical Subjects***

2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.