



## **Orchard Now and the Common Core Standards for English Language Arts**

### **A Position Paper**

#### **Executive Summary**

In 2010, the Common Core State Standards Initiative, a state-led movement headed by the Council of Chief State School Officers (CCSSO) and the National Governors Association for Best Practices (NGA Center), was developed to create a common set of expectations for educational goals for prekindergarten through grade 12 curriculum, all designed to adequately prepare children for higher education and future employment. Orchard Now provides individualized learning paths that fully adhere to the Common Core Standards for English Language Arts through the use of targeted instructional activities, assessments and practice questions.

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## A Position Paper

### Introduction

The Common Core State Standards Initiative, a state-led movement headed by the Council of Chief State School Officers (CCSSO) and the National Governors Association for Best Practices (NGA Center), was developed to create a common set of expectations for educational goals for prekindergarten through grade 12 curriculum, all designed to adequately prepare children for higher education and future employment (About the Standards, 2011). Developed in partnership with teachers, parents, educational experts and school administrators, the standards outline skill sets, currently in English Language Arts and Mathematics, which educators should seek to develop in their students. According to the English Language Arts section of the Common Core State Standards Initiative, students who are college and career ready in core areas such as reading, writing, speaking, listening and language must be able to achieve the following:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to varying demands of audience, task, purpose and discipline.
- Comprehend and critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Understand other perspectives and cultures. (Common Core State Standards for English Language Arts, p. 7).

Designed to foster students that are well prepared for future endeavors, the Common Core State Standard Initiative focuses on students' abilities to understand the full scope of English Language Arts in meaningful contexts. Orchard Now promotes each aspect of the college and career ready goals outlined by the Common Core Standards, and combines animated demonstrations with self-paced activities to encourage independence and strong content knowledge. This position paper addresses the ways that Orchard Now successfully complies with the Common Core Standards for English Language Arts from prekindergarten through grade 12 and encourages positive, engaging and effective educational technology methods for teaching students about the discipline. The core areas of English Language Arts standards are explored in this paper, and each section examines and demonstrates how Orchard Now consistently aligns to the Common Core State Standards for English Language Arts based on individualized and interactive instruction.

## Common Core Standards for English Language Arts

Currently, the Common Core State Standard Initiative has a set of five categories for English Language Arts standards, the purpose of which are to ensure effective competency in college and career readiness for English Language Arts students from prekindergarten through grade 12. The five categories are Foundational Skills, Reading, Writing, Speaking and Listening, and Language standards. The standards are listed below followed by a description of the ways that Orchard Now demonstrates and fully adheres to the portrait of college and career ready English Language Arts knowledge. Through individualized learning paths utilizing targeted instructional activities, assessments and practice questions, Orchard Now offers dynamic and exciting learning opportunities for all English Language Arts learners.

### Standards

#### *Reading Standards—Foundational Skills: Grade prekindergarten Through Grade 5*

Content Standards	Orchard Now Alignment
<p>• <b>Print Concepts.</b> Instructional programs from prekindergarten through grade 5 should enable all students to:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of the organization and basic features of print.</li> <li>• Follow words from left to right, top to bottom and page by page.</li> <li>• Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>• Understand that words are separated by spaces in print.</li> <li>• Recognize and name all upper- and lowercase letters of the alphabet.</li> <li>• Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (Common Core State Standards for English Language Arts, p. 15).</li> </ul>	<p>• Orchard Now promotes the concept of print in such activities as “A Fish Tale,” in which grade 2 students practice reading words from left to right. Capitalization and punctuation activities such as “Capital Train” and “Keyboard Artist” also assist students in distinguishing features of a sentence such as spacing, organization and basic punctuation. In higher grades, students identify errors of capitalization and punctuation in grade level reading passages with immediate feedback provided.</p> <div data-bbox="982 1039 1372 1333" data-label="Image"> </div> <p style="text-align: center;"><i>A Fish Tale/grade 1</i></p> <div data-bbox="982 1417 1372 1711" data-label="Image"> </div> <p style="text-align: center;"><i>Capitalization/grade 4</i></p>
<p>• <b>Phonological Awareness.</b> Instructional programs from prekindergarten through grade 5 should enable all students to:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of spoken words, syllables and sounds (phonemes).</li> <li>• Recognize and produce rhyming words.</li> </ul>	<p>• Orchard Now activities provide students the opportunity to practice a multitude of phonological skills. In activities such as “A Tweet Bird Retreat” and “Bubbles” in grade 2, students complete words with missing letters that represent long vowel sounds and associate vowel blends (including diphthongs) with sounds and words, including such blends</p>

- Count, pronounce, blend and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant) words.
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (Common Core State Standards for English Language Arts, p. 15).

as au, aw, ou, oy, oi, ew and ow. In “Playing With Digraphs” students identify digraphs that match the initial sound of a spoken word and picture, engaging students in understanding the relationship between spoken words and sounds. Orchard activities also utilize voiced instruction to ensure students understand single-syllable words, identify individual sounds and distinguish between vowel sounds.



*Playing With Digraphs/grade 2*

Here are some one-syllable words. Listen to each word as you say it aloud. You might see two vowels, but you hear only one vowel sound.

we	so	make
bed	beach	mouse
coat	sleigh	food

*Syllables I/grade 3*

- **Phonics and Word Recognition.** Instructional programs from prekindergarten through grade 5 should enable all students to:
  - Know and apply grade-level phonics and word analysis skills in decoding words.
  - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
  - Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
  - Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
  - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
  - Know the spelling-sound correspondences for common consonant digraphs.
  - Decode regularly spelled one-syllable words.
  - Know final -e and common vowel team conventions for representing long vowel sounds.
  - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - Decode two-syllable words following basic patterns by

- Orchard Now scaffolds phonological instruction by combining meaningful tutorials with practice activities. In “Parts of a Word,” students continue their understanding of decoding words by reading prefixes and suffixes and matching words to their meanings. Other activities such as “Phonics and Phonemic Awareness” provide syllable practice by decoding multisyllable words while learning useful rules in identifying syllabication. Digraphs, high-frequency words and letter-sound correspondences offer students ongoing phonics instruction at each grade level.





*Itsy Bitsy Rhymes/grade 1*

<p>breaking the words into syllables.</p> <ul style="list-style-type: none"> <li>• Read words with inflectional endings. Recognize and read grade-appropriate irregularly spelled words.</li> <li>• Decode words with common prefixes and suffixes.</li> <li>• Identify words with inconsistent but common spelling-sound correspondences.</li> <li>• Recognize and read grade-appropriate irregularly spelled words.</li> <li>• Identify and know the meaning of the most common prefixes and suffixes.</li> <li>• Decode words with common Latin suffixes.</li> <li>• Decode multisyllable words.</li> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (Common Core State Standards for English Language Arts, p. 16).</li> </ul>	<div data-bbox="982 226 1370 520" data-label="Image"> </div> <p><i>Parts of a Word/grade 3</i></p>
<ul style="list-style-type: none"> <li>• <b>Fluency.</b> Instructional programs from prekindergarten through grade 5 should enable all students to: <ul style="list-style-type: none"> <li>• Read emergent-reader texts with purpose and understanding.</li> <li>• Read with sufficient accuracy and fluency to support comprehension.</li> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level text orally with accuracy, appropriate rate and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (Common Core State Standards for English Language Arts, p. 16).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• In activities such as “Popper Fish” in grade 4, students practice reading comprehension, reading for accuracy and using context clues to identify unknown words. Follow-up practice questions accompany reading passages, allowing students to synthesize their understanding of the text and to read with a clear purpose and understanding. Auditory assistance and a glossary of terms enable students to maximize fluency in reading on-grade level texts.</li> </ul> <div data-bbox="982 1066 1370 1360" data-label="Image"> </div> <p><i>Popper Fish/grade 4</i></p>

## Standards

### College and Career Readiness Standards for Reading Literature and Informational Texts: Prekindergarten Through Grade 12

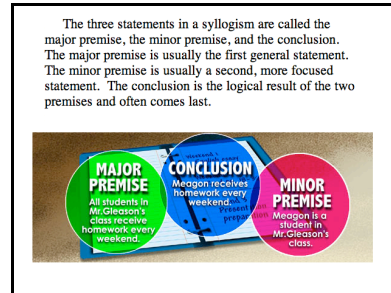
Content Standards	Orchard Now Alignment
<ul style="list-style-type: none"> <li>• <b>Key Ideas and Details.</b> Instructional programs from prekindergarten through grade 12 should enable all students to: <ul style="list-style-type: none"> <li>• Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>• Determine central ideas or themes of a text and analyze</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Orchard Now includes tutorials and activities promoting logical inference, main idea, analysis and indentifying key elements of a reading passage including characters, events and ideas. In tutorials such as “Minor Details” in grade 5, students learn how to identify details in a reading passage. Students then practice analysis of details in other activity categories such as “Reading Comprehension: Inference” and “Stated Main Ideas.” Practice questions in identifying</li> </ul>

<p>their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> <li>Analyze how and why individuals, events and ideas develop and interact over the course of a text. (Common Core State Standards for English Language Arts, p. 10 and p. 35).</li> </ul>	<p>key ideas and details challenge students to synthesize material learned in Orchard Now tutorials, creating a compelling learning experience for students as they study, practice and refine inference skills.</p> <div data-bbox="984 327 1370 617"> <p>Details help authors share their ideas with the reader. A reader may be able to get a mental picture of what a character is like or how the character behaves from the details that are written about that character.</p>  </div> <p><i>Minor Details/grade 5</i></p> <div data-bbox="984 709 1370 999"> <p>What is the direct cause of tumors forming?</p> <ul style="list-style-type: none"> <li>irritants in our body</li> <li>damage to DNA</li> <li>mutations in copying information</li> <li>uncontrolled cell division</li> </ul> <p><a href="#">Click here to read the section again.</a></p> </div> <p><i>A Closer Look at Cancer/grade 7</i></p>
<ul style="list-style-type: none"> <li><b>Craft and Structure.</b> Instructional programs from prekindergarten through grade 12 should enable all students to: <ul style="list-style-type: none"> <li>Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li>Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li>Assess how point of view or purpose shapes the content and style of a text. (Common Core State Standards for English Language Arts, p. 10 and p. 35).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Orchard Now offers practice in reading and analyzing various genres of craft and structure. In “Reading a Feature Story” in grade 6, students follow the structural elements of creating a feature story step-by-step in a self-paced tutorial. Practice questions help students assimilate material by asking them to recall and analyze text structure, point of view and word choices. Other activities emphasize structure by introducing students to editorials, textbooks, news stories, poetry, fiction, nonfiction and other genres of writing. Students read on-grade level passages in each genre and answer targeted follow-up questions to measure comprehension.</li> </ul> <div data-bbox="984 1499 1370 1789"> <p>Hard news stories make up most of the news space in a newspaper. These are simple reportings of a news event. News stories answer the questions who, what, when, where, why, and how (the 5 W's and H). They do not include extra details or information.</p>  </div> <p><i>Reading a Feature Story/grade 6</i></p>
<ul style="list-style-type: none"> <li><b>Integration of Knowledge and Ideas.</b> Instructional programs from prekindergarten through grade 12 should enable all students to:</li> </ul>	<ul style="list-style-type: none"> <li>Orchard Now accommodates reading comprehension skills at all grade levels by encouraging text analysis and dissection of theme. Additionally, emphasis on</li> </ul>

• **Integration of Knowledge and Ideas.** Instructional programs from prekindergarten through grade 12 should enable all students to:

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Common Core State Standards for English Language Arts, p. 10 and p. 35).

• Orchard Now accommodates reading comprehension skills at all grade levels by encouraging text analysis and dissection of theme. Additionally, emphasis on argumentative claims, validity of reasoning and selecting credible evidence is comprehensively covered. In “Syllogisms,” students drag statements to sentences, type missing terms to finish sentences and distinguish between valid and invalid conclusions. Students also delineate and evaluate arguments and claims in categories such as “Persuasion, Bias, Propaganda, & Stereotyping.”

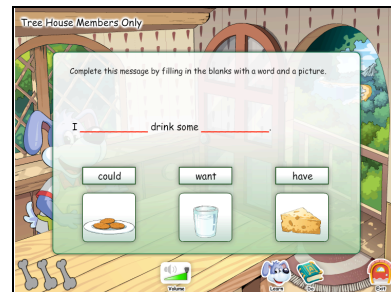


*Syllogisms/grade 7*

• **Range of Reading and Level of Text Complexity.** Instructional programs from prekindergarten through grade 12 should enable all students to:

- Read and comprehend complex literary and informational texts independently and proficiently. (Common Core State Standards for English Language Arts, p. 10 and p. 35).

• Students read complex literary and informational texts and answer targeted questions to gauge comprehension. In “High School Orientation,” grade 8 students read passages and analyze details, word structure, apply context clues to learn new vocabulary, evaluate information and identify main ideas. Other types of texts include short stories, science fiction, historical fiction, biographies, poetry and narratives. On-grade level text complexity ensures students read and comprehend appropriate material at each stage of the learning process.



*Tree House Members Only/grade 1*

What kinds of courses will I take?  
There will be a wider variety of courses in high school, and you will be able to make some choices yourself. You will need both core courses that everyone is required to take and electives, courses that you choose according to your own interests. The core courses and electives together make up a certain number of credits, which you need in order to graduate.



*High School Orientation/grade 8*

## Standards

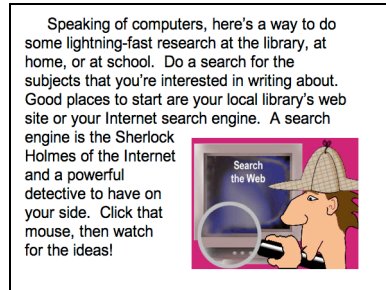
### College and Career Readiness Standards for Writing: Prekindergarten Through Grade 12

Content Standards	Orchard Now Alignment
<p>• <b>Text Type and Purposes.</b> Instructional programs from prekindergarten through grade 12 should enable all students to:</p> <ul style="list-style-type: none"> <li>• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>• Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.</li> <li>• Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. (Common Core State Standards for English Language Arts, p. 18 and p. 41).</li> </ul>	<p>• Orchard Now builds the framework for text type and purposes by exposing students in early grades to multiple genres of writing. In “The Writing Sorter,” grade 1 students explore and identify different types of writing, while higher grades refine argumentative and informative writing techniques through such activities as “Documenting a Science Lab” in grade 8 and “Persuasive Language” in grade 7.</p> <div data-bbox="987 638 1369 926"> <p>Persuasive language is used to influence a person to believe a certain thing or to act a certain way. The one doing the persuading appeals to the listener’s common sense or emotions. Effective methods of presenting a persuasive appeal are as follows:</p> <ol style="list-style-type: none"> <li>1) securing the attention of the audience</li> <li>2) showing a need by describing the problem</li> <li>3) satisfying the need by presenting a solution</li> <li>4) visualizing the results</li> </ol> <p>Let’s look at the example of James Bright, a 7th grade student who had an unusual encounter on his way home from school.</p> </div> <p><i>Persuasive Language/grade 7</i></p>
<p>• <b>Production and Distribution of Writing.</b> Instructional programs from prekindergarten through grade 12 should enable all students to:</p> <ul style="list-style-type: none"> <li>• Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</li> <li>• Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</li> <li>• Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (Common Core State Standards for English Language Arts, p. 18 and p. 41).</li> </ul>	<p>• Students work with every step of the writing process from brainstorming to research methods in Orchard Now programs. Activities offer on-grade level practice in writing production, enabling students to refine brainstorming techniques, sequencing skills, writing for an audience, writing with a clear purpose, organizing ideas and revising for clarity and English usage. Students practice fundamental organizing techniques in activities such as “Beginning! Middle! End!” in grade 2 and “Big Intrigue IIV” in grade 5.</p> <div data-bbox="1011 1325 1343 1556"> </div> <p><i>Beginning! Middle! End!/grade 2</i></p> <div data-bbox="1011 1677 1343 1908"> <p><b>Sequence</b></p> <p>There is a sequence of events in a story. The sequence is the order that things happen: At first, the sky was blue. Then the clouds moved in and it got darker. Then the waves grew.</p> </div> <p><i>The Big Intrigue IIV/grade 5</i></p>

• **Research to Build and Present Knowledge.** Instructional programs from prekindergarten through grade 12 should enable all students to:

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection and research. (Common Core State Standards for English Language Arts, p. 18 and p. 41).

• Orchard Now augments writing skills by incorporating information on the research process, analysis of texts and knowledge of credible sources. In activities such as “How to Write a Paper” in grade 5, research methods are presented in meaningful contexts as students work through the process of writing a paper.



*How to Write a Paper/grade 5*

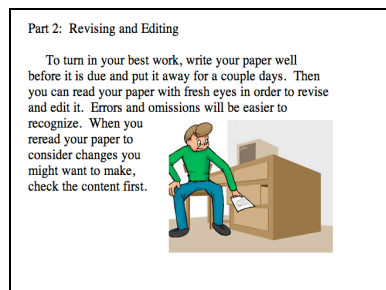
• **Range of Writing.** Instructional programs from prekindergarten through grade 12 should enable all students to:

- Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences. (Common Core State Standards for English Language Arts, p. 18 and p. 41):

• Orchard Now offers instruction on multiple ranges of writing. From research to reflection writing and revision to editing practice, activities provide appropriate contexts for each type of writing. In the “Write & Edit a Research Paper” series in grade 7, students work step-by-step through the writing process. Students learn about reflective freewrites and the value in setting writing aside before returning for final edits. Varying ranges of tasks, purposes and audiences are also presented in such activities as “Tree House,” in which complete sentences are written to fulfill specific purposes.




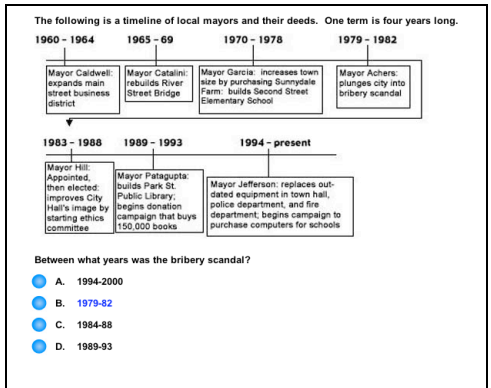
*Tree House/grade 1*



*Write & Edit a Research Paper II/grade 7*


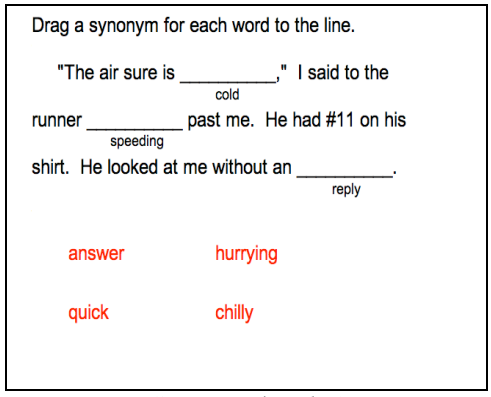
## Standards

### College and Career Readiness Standards for Speaking and Listening: Prekindergarten Through Grade 12

Content Standards	Orchard Now Alignment
<p>• <b>Comprehension and Collaboration.</b> Instructional programs from prekindergarten through grade 12 should enable all students to:</p> <ul style="list-style-type: none"> <li>• Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>• Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</li> <li>• Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (Common Core State Standards for English Language Arts, p. 22 and p. 48).</li> </ul>	<p>• Voiced instruction and interactive activities enable students to effectively evaluate information presented in diverse scenarios. Orchard utilizes innovative educational technology methods to engage learners at all levels through auditory cues, carefully selected visual images and varying presentational formats designed specifically for each age group. For example, in "A Tweet Bird Retreat" in grade 2, visual and auditory elements are combined as students refine long vowel recognition skills while learning new vocabulary.</p>  <p><i>A Tweet Bird Retreat/grade 2</i></p>
<p>• <b>Presentation of Knowledge and Ideas.</b> Instructional programs from prekindergarten through grade 12 should enable all students to:</p> <ul style="list-style-type: none"> <li>• Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.</li> <li>• Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>• Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (Common Core State Standards for English Language Arts, p. 22 and p. 48).</li> </ul>	<p>• Orchard Now exposes students to assorted displays of information, creating diversification in information analysis. A divergent presentation of activities, tutorials and practice questions empowers students to interpret data in multiple formats at each grade level. For example, strong visual displays are present in such activities as "Outlines &amp; Timelines: Interpretations &amp; Predictions" in grade 4.</p>  <p><i>Outlines &amp; Timelines: Interpretations &amp; Predictions/grade 4</i></p>

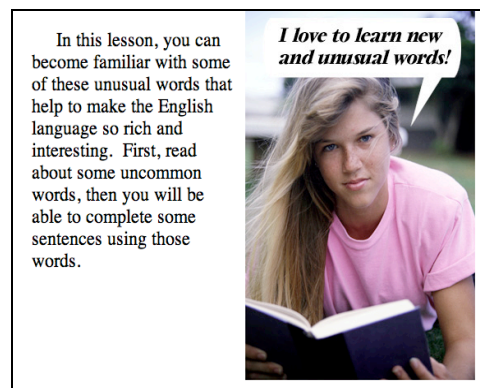
## Standards

### *College and Career Readiness Standards for Language: Prekindergarten Through Grade 12*

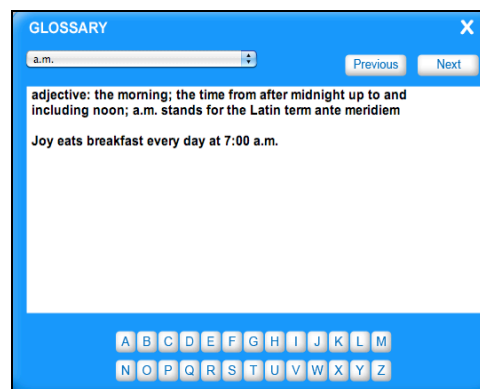
Content Standards	Orchard Now Alignment
<p>• <b>Conventions of Standard English.</b> Instructional programs from prekindergarten through grade 12 should enable all students to:</p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. (Common Core State Standards for English Language Arts, p. 25 and p. 51).</li> </ul>	<p>• English usage is emphasized in a variety of tutorials, activities and assessment questions in Orchard Now. In early grades, such as “Captain Comma” in grade 2, students complete interactive activities in capitalization, punctuation and spelling. In higher grades, students read passages and identify errors in convention, while receiving immediate feedback for incorrect answer choices and motivating reward games for correct answers.</p>  <p><i>Captain Comma/grade 2</i></p>
<p>• <b>Knowledge of Language.</b> Instructional programs from prekindergarten through grade 12 should enable all students to:</p> <ul style="list-style-type: none"> <li>• 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. (Common Core State Standards for English Language Arts, p. 25 and p. 51).</li> </ul>	<p>• Style and meaning elevate language acquisition in Orchard Now programs as students work with such topics as synonyms, collocations, antonyms, figurative language, humorous expressions and more.</p>  <p><i>Synonyms/grade 3</i></p>
<p>• <b>Vocabulary Acquisition and Use.</b> Instructional programs from prekindergarten through grade 12 should enable all students to:</p> <ul style="list-style-type: none"> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting</li> </ul>	<p>• Vocabulary at all grade levels is integrated into meaningful contexts, allowing students to determine the meaning of unknown words by using clues, analysis and reference materials.</p>

general and specialized reference materials, as appropriate.

- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression. (Common Core State Standards for English Language Arts, p. 25 and p. 51).



*Word Power/grade 6*



*Glossary*

## Conclusion

As technology continues to become a vital part of classroom activities, Orchard Now is an indispensable tool for both students and teachers alike. In order to ensure that students receive the best education possible, the Common Core Standards are necessary fixtures to encourage reaching benchmarks for success in students' learning abilities. In accordance with the Common Core State Standards for English Language Arts, Orchard Now provides engaging and innovative ways to intermingle the use of technology and English Language Arts in prekindergarten through grade 12 classrooms.

## References

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