



Grades K-5

Aligned with Common Core State Standards

For English Language Arts and Literacy in
History/Social Studies, Science & Technical Subjects

McGraw-Hill School Education Group and Common Core State Standards for English Language Arts and Literacy

McGraw-Hill Education, with its long history of providing the highest quality language arts and literacy materials for educators, supports the common core standards initiative. McGraw-Hill Education has the experts and expertise in instruction and assessment to help implement the common core standards in a credible way.

- McGraw-Hill Education is an endorsing partner of the NGA/CCSSO common core initiative.
- McGraw-Hill Education supports the goal of producing a common core of voluntary state standards that are aligned with college and career expectations and that are reflective of cross-disciplinary skills such as critical thinking and problem solving.
- McGraw-Hill Education employs psychometricians, technologists, and curriculum and pedagogical experts. Together with our authors, they are deeply immersed in the latest research and developments concerning education reform.
- McGraw-Hill Education's research-based literacy programs align with the March 10, 2010 draft of the common core standards. We fully expect to correlate well to the final version of the common core standards.
- McGraw-Hill Education's significant investments in technology will enable a seamless augmentation and delivery of content.
- McGraw-Hill Education's formative testing capabilities will empower teachers to use data to guide student learning of common standards. Our summative assessment practice provides credible, independent measures of achievement that will support a new era of accountability. Our test development capabilities — from content creation through research and validation, to technology-enhanced delivery and reporting — are available to provide the valid and reliable measurement of student mastery of common core standards.

Common Core State Standards • GRADE K

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. 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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. 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.
5. 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.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. 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.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

KEY

T#	CCSLH	DR#B#	DR#	PC#	SS#
Teacher's Lesson Guide Unit	Common Core State Standards Literacy eHandbook	Differentiated Reader Unit and Book Number	Differentiated Readers Unit	Practice Companion Volume	Study Station Flip Chart (Book Corner)

Reading Standards for Literature

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.	<p>T3: 29, 129, [132–133, 134–135, 136, 137] T6: 245, 246, [276–277, 278–279, 280, 281] T7: 273, [276, 278, 280, 281]</p> <p>CCSLH: 1.1.A</p>
2. With prompting and support, retell familiar stories, including key details.	<p>T2: 187, 188, [190–191, 192–193, 194, 195] T3: 187, [190–191, 192–193, 194, 195], 259, [262–263, 264–265, 266, 267] T5: 202 T7: 188, 259 T8: 187, 188, [190–191, 192–193, 194, 195]</p> <p>CCSLH: 1.1.B</p>
3. With prompting and support, identify characters, settings, and major events in a story.	<p>T1: 136 T2: 188 [190–191, 192–193, 194, 195] T4: 188 [190–191, 192–193, 194, 195] T6: 188, [190–191, 192–193, 194, 195]</p> <p>CCSLH: 1.1.C</p>

Craft and Structure

4. Ask and answer questions about unknown words in a text.	<p>T3: 160 T4: 186, 188, 258 T5: 186, 188, [190–191, 192–193, 194, 195] T6: 187, 188, [190–191, 192–193, 194, 195], [262–263, 264–265, 266, 267] T8: 186</p> <p>CCSLH: 1.2.A</p>
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5. Recognize common types of texts (e.g., storybooks, poems).

T3: 14, 96
T4: 168
T6: 96
T8: 24

CCSLH: 1.2.B

6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

T1: 105, 116–117
T2: 298
T6: 298

CCSLH: 1.2.C

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

T1: 116, 134
T2: 160
T3: 160, 188, [190–191, 192–193, 194, 195]
T4: 202
T5: 160
T6: 187, 188, [190–191, 192–193, 194, 195], [262–263, 264–265, 266, 267]

CCSLH: 1.3.A

8. (Not applicable to literature)

9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

T1: 177
T2: 149
T3: 148, 292–293
T4: 293
T5: 148
T6: 149, 293
T7: 148, 292
T8: 149, 293

CCSLH: 1.3.B

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Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

This Common Core State Standard is covered whenever students are reading fiction texts; page references cited are representative.

- T1:** 115, 116, 126, 136, 146, 166, 176
- T2:** [18–19, 20–21, 22, 23], 159, 160, 174, [190–191, 192–193, 194, 195]
- T3:** 160, 174, 188, [190–191, 192–193, 194, 195]
- T4:** [18–19, 20–21, 22, 23], 159–160, 174, 188, [190–191, 192–193, 194, 195]
- T5:** [32–33, 34–35, 36, 37], 159–160, 174, [190–191, 192–193, 194, 195]
- T6:** [46–47, 48–49, 50, 51], [132–133, 134–135, 136, 137], 174, 202
- T7:** [46–47, 48–49, 50, 51], 159–160, 188
- T8:** [118–119, 120–121, 122, 123], 202, [234–235, 236–237, 238, 239]

Reading Standards for Informational Text

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.

- T3:** 29, 30, 57, [60–61, 62–63, 64, 65], [90–91, 92–93, 94, 95], 101, 102, [104–105, 106–107, 108, 109], 129
- T6:** [248–249, 250–251, 252, 253], 273
- T7:** 245, [248–249, 250–251, 252, 253]

CCSLH: 2.1.A

2. With prompting and support, identify the main topic and retell key details of a text.

- T1:** 45, 56, 75, 95
- T2:** 58
- T5:** [248–249, 250–251, 252, 253]
- T7:** 101, 129, [132–133, 134–135, 136, 137]

CCSLH: 2.1.B

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3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

T1: 35, 36, 85
T3: 43, 44, 88, 115, 116
T5: 43
T6: 14, 88
T7: 44, 116

CCSLH: 2.1.C

Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text.

T1: 84, 85, 86
T3: 15, 29, 30, 42, 44, 57, 58, [60–61, 62, 64, 65], 101, 102, [104–105, 106–107, 108, 109], 129
T6: 114
T7: 115
T8: 42, 258

CCSLH: 2.2.A

5. Identify the front cover, back cover, and title page of a book.

CCSLH: 2.2.B

6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

T1: 95
T2: 115
T3: 57
T4: 298

CCSLH: 2.2.C

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

T1: 206
T2: 30
T4: 15, 101
T6: 259
T7: 115, 116, [118–119, 120–121, 122, 123]

CCSLH: 2.3.A

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<p>8. With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>T2: 259</p> <p>CCSLH: 2.3.B</p>
<p>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>T2: 77, 221 T3: 77, 221 T4: 77, 220 T5: 77, 221 T6: 77, 221 T7: 77, 220 T8: 77, 221</p> <p>CCSLH: 2.3.C</p>
<p><i>Range of Reading and Level of Text Complexity</i></p>	
<p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p><i>This Common Core State Standard is regularly covered in Weeks 1–2, Days 1–4 and Week 4, Days 3–4; page references cited are representative.</i></p> <p>T1: 14, 26, 36, 186, 196 T2: 14–15, 30, 44, 58, 87–88, 102 T3: 30, 87–88, [90–91, 92–93, 94, 95] T4: 14–15, [46–47, 48–49, 51, 51], 245–246, [248–249, 250–251, 252, 253] T5: 14–15, [46–47, 48–49, 51, 51], 130 T6: 30, 44, 87–88, [90–91, 92–93, 94, 95] T7: 30, [32–33, 34–35, 36, 37], 87–88 T8: 14–15, 87–88, [90–91, 92–93, 94, 95]</p>

Reading Standards: Foundational Skills

Print Concepts

<p>1. Demonstrate understanding of the organization and basic features of print.</p>	<p>Lessons to address this standard are being developed and will be available online.</p> <p>T1: 27</p> <p>CCSLH: 3.1.A</p>
<p>a. Follow words from left to right, top to bottom, and page by page.</p>	<p>T1: xviii, 15, 27, 66, 86 T2: 160, 174 T3: 160 T4: 160, 202, 274 T5: 160, 246 T6: 160, 232 T7: 160</p> <p>CCSLH: 3.1.A</p>
<p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p>T3: 45, 161, 274–275 T4: 30, 44–45, 58, 102, 116, 160, 274 T5: 130, 188–189, 261 T6: 16, 44–45, 102, 130 T7: 58–59, 188 T8: 130, 232–233, 274</p> <p>CCSLH: 3.1.A</p>
<p>c. Understand that words are separated by spaces in print.</p>	<p>T1: 36</p> <p>CCSLH: 3.1.A</p>

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Page References

d. Recognize and name all upper- and lowercase letters of the alphabet.

This Common Core State Standard is covered during Alphabetic Knowledge Instruction in Units 1–3; page references cited are representative.

T1: 16, 26, 36–37, 46, 54, 66–67, 76, 86, 96, 104, 116–117, 126, 136–137, 146, 154, 166, 176, 186, 196, 204

T2: 16, 30, 44–45, 58, 70–71, 88–89, 102, 116–117, 130, 142–143, 160–161, 174, 188–189, 202–203, 214–215, 232, 246, 260, 274, 286–287

T3: 30–31

CCSLH: 3.1.A

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

This Common Core State Standard is regularly covered during Phonemic Awareness Warm-Up; page references cited are representative.

T2: 11, 27, 41, 55, 69, 157

T4: 11, 27

T5: 11, 41, 69

T6: 85

T7: 11, 99, 229

CCSLH: 3.2.A, 3.2.B, 3.2.C, 3.2.D, 3.2.E

a. Recognize and produce rhyming words.

T1: xix, 11, 23, 33, 43, 53, 163

CCSLH: 3.2.A

b. Count, pronounce, blend, and segment syllables in spoken words.

T1: 113, 123, 133, 143, 153, 183, 193

T2: 11, 27, 41, 55, 69, 229, 271

CCSLH: 3.2.B

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<p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p>T3: 157, 171, 185, 199, 213, 257, 285 T6: 11, 27, 41, 55, 69, 229</p> <p>CCSLH: 3.2.C</p>
<p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).</p>	<p>T2: 157, 171, 185, 199, 213, 257, 285 T3: 41, 55, 113, 127, 243, 271 T5: 41, 113, 127, 185, 243, 257, 271</p> <p>CCSLH: 3.2.D</p>
<p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>T7: 157, 171, 185, 199, 213, 257, 285 T8: 11, 27, 41, 55, 69, 85, 99, 113, 141, 157, 171, 185, 199, 213, 229, 243, 257, 271, 285</p> <p>CCSLH: 3.2.E</p>
<p>Phonics and Word Recognition</p>	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><i>This Common Core State Standard is regularly covered during daily Phonics instruction and while reading the Decodable Reader during Book Corner; page references cited are representative.</i></p> <p>T4: 116–117, 188–189, 261 T5: 30–31, 45, 117, 189 T6: 45, 117 T7: 131, 188–189 T8: 30–31, 44–45</p> <p>CCSLH: 3.3.A, 3.3.B, 3.3.C</p>

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Page References

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

This Common Core State Standard is covered during most daily Phonics lessons in Units 3–8; page references cited are representative.

T3: 70–71, 88–89, 116–117, 130–131, 142–143, 160–161, 174–175, 188–189, 202–203, 214–215, 246–247, 260–261, 274–275, 286–287

T4: 70–71, 88–89, 116–117, 130–131, 142–143, 160–161, 174–175, 188–189, 202–203, 214–215, 246–247, 260–261, 274–275, 286–287

T5: 70–71, 88–89, 116–117, 130–131, 142–143, 160–161, 174–175, 188–189, 202–203, 214–215, 246–247, 260–261, 274–275, 286–287

T6: 70–71, 88–89, 116–117, 130–131, 142–143, 160–161, 174–175, 188–189, 202–203, 214–215, 246–247, 260–261, 274–275, 286–287

T7: 70–71, 88–89, 116–117, 130–131, 142–143, 160–161, 174–175, 188–189, 202–203, 214–215, 246–247, 260–261, 274–275, 286–287

T8: 70–71, 88–89, 116–117, 130–131, 142–143, 160–161, 174–175, 188–189, 202–203, 214–215, 246–247, 260–261, 274–275, 286–287

CCSLH: 3.3.A

- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

T3: 160–161, 202–203, 214–215, 260–261

T4: 16–17, 58–59, 70–71, 116–117, 142–143, 174–175, 232–233, 246–247, 260–261, 286–287

T5: 16–17, 58–59, 70–71, 130, 160–161, 202–203, 214–215, 232–233, 260–261, 274–275, 286–287

T6: 44–45, 70–71, 102–103, 160–161, 202–203, 214–215, 232–233, 260–261, 286–287

T8: 16–17, 44, 70–71, 89, 103, 232, 246–247, 274

CCSLH: 3.3.A

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c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

This Common Core State Standard is regularly covered in Weeks 1–3, Days 2–4 and Week 4, Days 1–3; page references cited are representative.

T1: 37, 47, 77

T2: 31, 45, 59

T3: 31, 45, 189

T4: 30, 117, 203, 275

T5: 45, 103, 117, 275

T6: 117, 189, 275

T7: 45, 117, 275

T8: 45, 131, 189

CCSLH: 3.3.B

d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

T3: 202, 274

T5: 274

T6: 274

T8: 274

CCSLH: 3.3.C

Fluency

4. Read emergent-reader texts with purpose and understanding.

This Common Core State Standard is covered during Fluency on Days 1–5 every week for all eight units; pages cited from Week 1 are representative and show the pattern within the program.

T1: 11, 23, 33, 43, 57

T2: 11, 27, 41, 55, 78

T3: 11, 27, 41, 55, 78

T4: 11, 27, 41, 55, 78

T5: 11, 27, 41, 55, 78

T6: 11, 27, 41, 55, 78

T7: 11, 27, 41, 55, 78

T8: 11, 27, 41, 55, 78

CCSLH: 3.4.A

College and Career Readiness Anchor Standards for Writing***Text Types and Purposes***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. 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.

Writing Standards

Text Types and Purposes

<p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p>	<p>T3: 240, 254, 268, 282 T4: 240, 254, 268, 282 T8: 240, 254, 268, 282</p> <p>DR3B6: 12 DR8B8: 12</p> <p>CCSLH: 4.1.A</p>
<p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>T3: 168, 182, 196, 210 T4: 24, 38, 52, 66 T5: 168, 182, 196, 210 T6: 168, 182, 196, 210 T7: 168, 182, 196, 210 T8: 168, 182, 196, 210</p> <p>CCSLH: 4.1.B</p>
<p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>T3: 96, 110, 124, 138 T4: 168, 182, 196, 210 T6: 96, 110, 124, 138 T7: 24, 38, 52, 66 T8: 96, 110, 124, 138</p> <p>CCSLH: 4.1.C</p>

Production and Distribution of Writing

4. (Begins in grade 3)

5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

This Common Core State Standard is covered during Independent Writing in Weeks 1–4, Day 4; page references cited are representative.

T1: 50, 100, 150, 200
T2: 66, 138, 210, 282
T3: 66, 138, 210, 282
T4: 66, 138, 210, 282
T5: 66, 138, 210, 282
T6: 66, 138, 210, 282
T7: 66, 138, 210, 282
T8: 66, 138, 210, 282

CCSLH: 4.2.A

6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

These features are used in the Writing Process lessons and in Daily Writing across the grade; page references cited are representative.

eTools21: Writing Tool

T1: 150
T2: 138, 210, 282
T3: 138, 210
T4: 66, 282
T5: 66, 138, 210, 269
T6: 97, 138
T7: 169, 255

eTools21: Interactive Glossary

T3: 282
T5: 282
T6: 282
T8: 66, 138

CCSLH: 4.2.A

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Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

This Common Core State Standard is covered during Inquiry in Weeks 1–4, Day 5; page references cited are representative.

T2: 72–77, 144–150, 216–221, 288–294

T3: 72–77, 144–150, 216–221, 288–294

T4: 72–77, 144–150, 216–221, 288–294

T5: 72–77, 144–150, 216–221, 288–294

T6: 72–77, 144–150, 216–221, 288–294

T7: 72–77, 144–150, 216–221, 288–294

T8: 72–77, 144–150, 216–221, 288–294

CCSLH: 4.3.A

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

T2: 144–146, 219, 288

T3: 75, 144–145, 218–219, 288–289

T4: 75, 144–145, 219, 288–289

T5: 75, 144–145, 218–219, 288–289

T6: 144–145, 288–289

T7: 75, 144–145, 218–219, 288–289

T8: 74–75, 144, 218–219, 288

CCSLH: 4.3.B

9. (Begins in grade 4)

Range of Writing

10. (Begins in grade 3)

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. 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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. 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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speaking and Listening Standards

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

This Common Core State Standard is covered daily; page references cited are representative.

T1: 12–15, 18, 21, 31, 51, 56, 156

T2: 12–15, [18–19, 20–21, 22, 23], 25, 28, 39, 76–77

T3: 12–15, [18–19, 20–21, 22, 23], 25, 76–77

T4: 12–15, [18–19, 20–21, 22, 23], 25, 76–77

T5: 12–15, [18–19, 20–21, 22, 23], 25, 76–77

T6: 12–15, [18–19, 20–21, 22, 23], 25, 76–77

T7: 12–15, [18–19, 20–21, 22, 23], 25, 76–77

T8: 12–15, [18–19, 20–21, 22, 23], 25, 76–77

CCSLH: 5.1.A

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a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

T1: 56
T2: 75, 221
T5: 147
T6: 74, 145, 147, 218
T7: 74, 218
T8: 74, 218

CCSLH: 5.1.A

b. Continue a conversation through multiple exchanges.

This Common Core State Standard is covered in Weeks 1–4, Day 5 during Cross-Text Sharing; page references cited are representative.

T2: 76–77, 148–149, 220–221, 292–293
T3: 76–77, 148–149, 220–221, 292–293
T4: 76–77, 148–149, 220–221, 292–293
T5: 76–77, 148–149, 220–221, 292–293
T6: 76–77, 148–149, 220–221, 292–293
T7: 76–77, 148–149, 220–221, 292–293
T8: 76–77, 148–149, 220–221, 292–293

CCSLH: 5.1.A

2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

T3: 29, 30, 100, 101, 102, [104–105, 106–107, 108, 109], 129, [132–133, 134–135, 136, 137], 173
T5: 129
T6: 245
T7: 173

CCSLH: 5.1.B

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<p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>T2: 72–73, 216–217 T3: 72–73, 173, 216–217 T4: 72–73, 216–217 T5: 72–73, 129, 216–217 T6: 72–73, 216–217 T7: 72–73, 173, 216–217 T8: 72–73, 216–217</p> <p>CCSLH: 5.1.B</p>
<p><i>Presentation of Knowledge and Ideas</i></p>	
<p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p><i>This Common Core State Standard is regularly covered during Build Oral Language in Weeks 1–3, Days 1 and 2; page references cited are representative.</i></p> <p>T1: 12, 24, 64, 74, 114, 124 T2: 12, 28, 86, 100, 158, 172 T3: 12, 28, 86, 100, 158, 172 T4: 13, 28, 86, 100, 158, 172 T5: 12, 28, 86, 100, 158, 172 T6: 12, 28, 86, 100, 158, 172 T7: 12, 28, 86, 100, 158, 172 T8: 12, 28, 86, 100, 158, 172</p> <p>CCSLH: 5.2.A</p>
<p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>T1: 100, 141, 150 T2: 138, 210, 290 T3: 25, 125, 146, 210, 241, 290 T4: 66, 138, 210, 290 T5: 66, 138, 210, 290 T6: 66, 290 T7: 66, 138, 146, 183 T8: 66, 111, 138</p> <p>CCSLH: 5.2.B</p>

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6. Speak audibly and express thoughts, feelings, and ideas clearly.

This Common Core State Standard is regularly covered during Inquiry and Fluency Presentations on Day 5; page references cited are representative.

T1: 57, 107, 157, 207

T2: 78, 150, 222, 294

T3: 78, 150, 222, 294

T4: 78, 150, 222, 294

T5: 78, 150, 222, 294

T6: 78, 150, 222, 294

T7: 78, 150, 222, 294

T8: 78, 150, 222, 294

CCSLH: 5.2.C

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. 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.

Language Standards

Conventions of Standard English

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>T1: 90, 140, 190 T2: 52, 124, 268 T3: 52, 124, 268 T4: 52, 124, 196, 268 T5: 52, 124, 168, 196, 268 T6: 52, 124, 196 T7: 52, 124, 196, 268 T8: 52, 124, 168, 268</p> <p>CCSLH: 6.1.A, 6.1.B, 6.1.C, 6.1.D, 6.1.E, 6.1.F, 6.1.G</p>
<p>a. Print many upper- and lowercase letters.</p>	<p><i>This Common Core State Standard is regularly covered in Weeks 1–4, Days 1–4; page references cited are representative.</i></p> <p>T3: 17, 45, 59, 89, 131, 233, 261, 275 T4: 17, 45, 59, 89, 131, 233, 261, 275 T5: 17, 45, 59, 89, 131, 233, 261, 275 T6: 17, 45, 59, 89, 131, 233, 261, 275 T7: 17, 45, 59, 89, 131, 233, 261, 275 T8: 17, 45, 59, 89, 131, 233, 261, 275</p> <p>CCSLH: 6.1.A</p>
<p>b. Use frequently occurring nouns and verbs.</p>	<p>T1: 90, 140, 190 T2: 52, 124, 268 T4: 52, 124, 196, 268 T6: 52, 124 T7: 124, 196</p> <p>CCSLH: 6.1.C, 6.1.E</p>
<p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p>	<p>T2: 268</p> <p>CCSLH: 6.1.C</p>

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<p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p>	<p>T2: 72–73, 216–217 T3: 72–73, 216–217 T4: 72–73, 216–217 T5: 72–73, 216–217 T6: 72–73, 216–217 T7: 72–73, 216–217 T8: 72–73, 216–217</p> <p>CCSLH: 6.1.F</p>
<p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p>	<p>T5: 115</p> <p>CCSLH: 6.1.G</p>
<p>f. Produce and expand complete sentences in shared language activities.</p>	<p>T2: 110, 124, 182, 196 T3: 182, 196 T4: 38, 58, 182, 196 T5: 182, 196 T6: 38, 52, 182, 196</p> <p>CCSLH: 6.1.B</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>T2: 110, 168 T5: 52, 124, 168 T8: 52, 124</p> <p>CCSLH: 6.1.A, 6.1.H, 6.1.I, 6.2.J</p>
<p>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p>	<p>T3: 124, 138 T5: 52, 124 T6: 268 T8: 52, 268</p> <p>CCSLH: 6.1.H</p>

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<p>b. Recognize and name end punctuation.</p>	<p>T2: 110, 168 T5: 268 T8: 124</p> <p>CCSLH: 6.1.I</p>
<p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	<p>T3: 58, 102, 130, 174, 202–203 T4: 16–17, 102, 130 T5: 131, 174, 202 T6: 174, 202 T7: 89, 130, 174 T8: 88</p> <p>CCSLH: 6.1.A</p>
<p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>T4: 117, 161, 175, 189, 247, 261, 275 T5: 103 T8: 17, 31, 45, 59, 89, 103, 117, 131, 161, 175, 189, 203, 233, 247, 261, 275</p> <p>CCSLH: 6.1.J</p>
<p>Knowledge of Language</p>	
<p>3. (Begins in grade 2)</p>	

Vocabulary Acquisition and Use

<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>	<p><i>This Common Core State Standard is covered in all eight units on Week 4, Day 3 as part of multiple vocabulary strategy instruction; page references cited are representative.</i></p> <p>T1: 184 T2: 258 T3: 258 T4: 258 T5: 258 T6: 258 T7: 258 T8: 258</p> <p>CCSLH: 6.2.A, 6.2.B</p>
<p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p>	<p>T5: 159</p> <p>CCSLH: 6.2.A</p>
<p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p>	<p>T2: 268 T4: 124, 196, 268</p> <p>CCSLH: 6.2.B</p>
<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p>	<p>T1: 94 T2: 187, 200, 272 T4: 114 T5: 15, 114, 115, 116 T6: 42, 43, 44 T7: 44 T8: 114, 115</p> <p>CCSLH: 6.2.C</p>

Common Core State Standards • Grade K	Page References
<p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>T6: 45 T7: 42</p> <p>CCSLH: 6.2.C</p>
<p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>T4: 114 T5: 114, 115, 116 T6: 42, 43 T8: 114, 115</p> <p>CCSLH: 6.2.C</p>
<p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	<p><i>This Common Core State Standard is covered daily; page references cited are representative.</i></p> <p>T1: 13, 44, 65, 115 T2: 13 T3: 13, 56, 86, 244 T4: 13, 86 T5: 13, 28, 56, 158 T6: 86, 158, 172 T7: 56, 100 T8: 13, 28, 86, 158</p> <p>CCSLH: 6.2.C</p>
<p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p>CCSLH: 6.2.C</p>
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>T1: 46, 66 T2: 58 T3: 28, 274 T5: 14, 130, 160 T6: 14 T7: 44, 261 T8: 14</p> <p>CCSLH: 6.2.D</p>