



**TODAY'S
OPEN COURT**

Grades K-6

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.

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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

CCSLH

Common Core State Standards Literacy eHandbook

Reading Standards for Literature

Key Ideas and Details

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

Unit 1: GS11, GS41, T45, T63, T147, T207
Unit 2: T39, T109, T125, T127, T153, T248
Unit 3: T39, T41, T55, T99, T113, T115
Unit 4: T69, T119, T145, T153, T189, T203
Unit 5: T39, T41, T58, T103, T110, T131
Unit 6: T41, T65, T95, T103-T104, T111, T119, T130
Unit 7: T39, T41, T99, T115, T201, T211
Unit 8: T41, T103, T119, T145, T203
Unit 9: T115, T125, T127, T183, T207, T213
Unit 10: T53, T65, T145, T189

CCSLH: 1.1.A

2. With prompting and support, retell familiar stories, including key details.

Unit 1: GS17, GS47, T123, T147, T155, T225
Unit 2: T39, T137, T139, T143, T221, T248
Unit 3: T69, T120, T127, T213, T222
Unit 4: T75, T213, T215, T217
Unit 5: T65, T67, T69, T71, T131, T133, T149, T206
Unit 6: T53, T95, T103-T104, T109, T116, T141, T198
Unit 7: T55, T122, T133, T149, T208
Unit 8: T73, T126, T153, T205, T210, T221
Unit 9: T77, T122, T199, T204, T215, T223
Unit 10: T60, T210, T226

CCSLH: 1.1.B

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3. With prompting and support, identify characters, settings, and major events in a story.

Unit 1: GS17, GS47, T70, T71, T123, T225
Unit 2: T39, T125, T137, T141, T221
Unit 3: T127, T139, T187
Unit 4: T69, T119, T221, T227
Unit 5: T39, T41, T57, T133, T119, T149, T197
Unit 6: T41, T141, T201, T203, T205, T207
Unit 7: T39, T41, T55, T125, T127, T201
Unit 8: T71, T79, T121, T129, T131, T133, T205, T213
Unit 9: T117, T199, T215, T221
Unit 10: T60, T119, T189, T205, T215, T217, T221

CCSLH: 1.1.C

Craft and Structure

4. Ask and answer questions about unknown words in a text.

Unit 1: T236
Unit 2: T107, T151
Unit 3: T97
Unit 5: T48, T191
Unit 6: T93, T118, T183, T202, T215
Unit 7: T97, T191
Unit 8: T101, T195
Unit 9: T77, T109, T137, T189
Unit 10: T75, T77, T99, T143, T195

CCSLH: 1.2.A

5. Recognize common types of texts (e.g., storybooks, poems).

Unit 2: T106, T133, T150
Unit 3: T96, T134
Unit 4: T96, T99
Unit 5: T46, T100, T138
Unit 6: T92, T102, T130, T182, T203
Unit 7: T96, T138-T139, T190
Unit 8: T100, T110, T129, T142
Unit 9: T98, T110, T136
Unit 10: T98, T142, T213

CCSLH: 1.2.B

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

Unit 1: T140, T232
Unit 2: T134, T150
Unit 3: T36, T73, T96, T106, T134, T144
Unit 4: T96, T144, T152, T210
Unit 5: T36, T46, T62, T100, T110, T124
Unit 6: T71, T92, T130, T141, T182, T214
Unit 7: T36, T96, T138
Unit 8: T100, T152
Unit 9: T76, T98, T110, T136
Unit 10: T46, T98, T142, T194

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).

Unit 1: T57, T61, T127, T129, T149, T239
Unit 2: T61, T121, T211, T215
Unit 3: T191, T193, T195
Unit 4: T75, T96
Unit 5: T51, T113, T197
Unit 6: T107, T141, T185
Unit 7: T39
Unit 8: T115, T119, T135, T153, T199
Unit 9: T77
Unit 10: T51, T115, T201, T203

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.

Unit 5: T129
Unit 7: T129

CCSLH: 1.3.B

Range of Reading and Level of Text Complexity

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

Unit 1: GS41, T45, T63, T147, T207, T241
Unit 2: T109, T141, T153, T201, T208, T219
Unit 3: T36, T39, T99, T106, T127, T137
Unit 4: T99, T145, T194, T205, T219, T227
Unit 5: T39, T46, T71, T103, T111, T117, T131
Unit 6: T95, T102, T109, T119, T123, T130
Unit 7: T39, T99, T106, T115, T131, T141, T190
Unit 8: T103, T119, T145, T195, T203, T219
Unit 9: T77, T101, T108, T115, T117, T127, T129, T136
Unit 10: T53, T65, T101, T143, T145, T194, T203

Reading Standards for Informational Text

Key Ideas and Details

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

Unit 1: T205
Unit 2: T43, T67, T75, T117, T195, T199
Unit 3: T50, T53, T63, T67, T179
Unit 4: T39, T53, T127, T135, T147, T175
Unit 5: T51, T63, T183
Unit 6: T36, T39, T47, T61, T163, T174
Unit 7: T53, T183
Unit 8: T37, T55, T71, T187
Unit 9: T41, T69, T181
Unit 10: T39, T133, T176, T187

CCSLH: 2.1.A

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

Unit 2: T59, T67
Unit 3: T63, T65, T176, T222
Unit 4: T53, T60, T137, T184
Unit 5: T180
Unit 6: T51, T58, T172
Unit 7: T63, T60, T63, T65, T180
Unit 8: T184
Unit 9: T65, T67, T178
Unit 10: T126, T184

CCSLH: 2.1.B

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

CCSLH: 2.1.C

Craft and Structure

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

Unit 2: T185
Unit 3: T167, T168
Unit 4: T117, T175
Unit 6: T163
Unit 7: T171
Unit 8: T175
Unit 9: T169
Unit 10: T175

CCSLH: 2.2.A

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

Unit 2: T30
Unit 3: T28
Unit 4: T28
Unit 5: T28
Unit 6: T28
Unit 7: T28
Unit 8: T28
Unit 9: T28
Unit 10: T28

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.

Unit 1: GS35, T255
Unit 2: T60, T66, T117
Unit 3: T60
Unit 4: T36, T106, T124
Unit 8: T36, T46
Unit 9: T36, T48
Unit 10: T36

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).

Unit 1: T193
Unit 2: T59, T118, T121, T187, T195
Unit 3: T67, T168
Unit 4: T177
Unit 5: T180
Unit 6: T51, T61, T165
Unit 7: T51, T63, T65, T67, T173
Unit 8: T51, T65, T67, T69, T71, T177
Unit 9: T53, T171
Unit 10: T115

CCSLH: 2.3.A

8. With prompting and support, identify the reasons an author gives to support points in a text.

CCSLH: 2.3.B

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<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>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>Unit 1: T205 Unit 2: T39, T46 T199 Unit 3: T47, T67, T166, T179 Unit 4: T39, T67, T117, T135, T187 Unit 5: T170, T183 Unit 6: T39, T143, T175 Unit 7: T51, T53, T63, T67, T170, T183 Unit 8: T36, T51, T55, T71, T175, T187 Unit 9: T55, T69, T168, T181 Unit 10: T39, T110, T117, T133, T187</p>

Reading Standards: Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

Unit 1: GS22, GS28, GS52, GS58, GS64, T26, T36, T50, T68, T79, T86, T108, T127, T136, T137, T145, T152, T164, T186, T193, T198, T210, T217, T221, T228

Unit 2: T26, T36, T44, T48, T51, T55, T64, T78, T80, T83, T100, T102, T114, T125, T126-T127, T130, T146, T158, T161, T164, T180, T183, T192, T204, T224

Unit 3: T24, T32, T42, T51, T56, T68-T69, T70, T75, T78, T102, T117, T131, T133, T141, T182, T191, T200, T220

Unit 4: T26, T32, T35, T40-T41, T42, T56, T59, T92, T105, T109, T111, T115, T141, T152, T183, T197, T199, T201, T222

Unit 5: T24, T32, T35, T61, T78, T109, T120, T137, T148, T166, T222

Unit 6: T40, T49, T70, T88, T98, T101, T105, T107, T112, T126, T129, T140, T158, T165, T178, T185

Unit 7: T24, T32, T35, T42, T56, T59, T74, T92, T102, T105, T137, T148, T179, T186, T197, T207, T226

Unit 8: T24, T25, T32, T42, T51, T53, T58, T96, T109, T115, T119, T122, T177, T178, T183, T190, T201, T203, T206, T222

Unit 9: T25, T35, T76-T77, T94, T104, T107, T111, T116, T118, T132, T135, T142, T146-T147, T164, T174, T182, T184, T197, T220-T221

Unit 10: T35, T51, T53, T70-T71, T75, T104, T106, T109, T120, T148

CCSLH: 3.1.A

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<p>a Follow words from left to right, top to bottom, and page by page.</p>	<p>Unit 1: T79, T127, T145, T193, T217, T221 Unit 2: T44, T51, T55, T83, T125, T183 Unit 3: T51, T131, T141, T191, T220 Unit 4: T109, T111, T152, T197, T199, T201 Unit 5: T78, T148, T222 Unit 6: T49, T70, T105, T140, T165, T185 Unit 7: T74, T148, T197, T226 Unit 8: T51, T115, T119, T177, T178, T201, T203 Unit 9: T76-T77, T111, T146-T147, T197, T220-T221 Unit 10: T35, T51, T75</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>Unit 1: GS22, GS28, GS52, GS58, GS64, T137 Unit 2: T48, T78, T80, T100, T114, T224 Unit 3: T32, T42, T70, T131, T141, T200 Unit 4: T26, T32, T42, T56, T92, T222 Unit 5: T24, T32, T78, T148, T166, T222 Unit 6: T88, T98, T105, T107, T112, T126 Unit 7: T24, T32, T42, T56, T92, T102 Unit 8: T24, T32, T42, T58, T96, T122 Unit 9: T94, T118, T142, T164, T174, T184 Unit 10: T42, T92, T104, T180, T190, T206</p> <p>CCSLH: 3.1.A</p>
<p>c Understand that words are separated by spaces in print.</p>	<p>Unit 2: T126-T127, T161, T164 Unit 3: T68-T69, T75, T78, T102, T133, T182 Unit 4: T40-T41, T183 Unit 6: T40, T126, T158, T178 Unit 7: T42, T186 Unit 8: T109, T183, T190 Unit 9: T94, T116, T132, T182 Unit 10: T148</p> <p>CCSLH: 3.1.A</p>

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

Unit 1: T26, T36, T50, T68, T86, T108, T136, T152, T164, T186, T198, T210, T228
Unit 2: T26, T36, T48, T64, T80, T102, T130, T146, T158, T180, T192, T204, T224
Unit 3: T24, T56, T70, T102, T117, T131
Unit 4: T35, T59, T105, T115, T141, T183
Unit 5: T24, T35, T61, T109, T120, T137
Unit 6: T49, T98, T101, T112, T126, T129
Unit 7: T35, T59, T105, T137, T179, T207
Unit 8: T25, T53, T96, T122, T190, T206, T222
Unit 9: T25, T35, T104, T107, T135, T197
Unit 10: T53, T70-T71, T104, T106, T109, T120

CCSLH: 3.1.A

Phonological Awareness

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

Unit 1: GS45, GS51, GS57, T107, T112-T113, T135, T136-T137, T179, T185, T202, T209, T210-T211, T218
Unit 2: T51, T112-T113, T128, T144, T156, T161
Unit 3: T24, T32, T71, T92, T93, T103, T117, T131, T141, T173, T183
Unit 4: T24-T25, T32-T33, T72, T74-T75, T92-T93, T120-T121, T150, T152-T153, T181, T207, T224, T226-T227
Unit 5: T25, T32-T33, T58, T76, T78, T97, T106, T107, T148, T166-T167, T186-T187, T196, T202, T218-T219, T222
Unit 6: T70, T126, T136-T137, T140, T159, T194, T210, T214
Unit 7: T33, T102-T103, T119, T144, T204, T222-T223
Unit 8: T32-T33, T74, T78-T79, T106-T107, T122-T123, T139, T170, T180-T181, T191, T207, T223, T224, T225-T226
Unit 9: T72, T74, T76-T77, T94-T95, T113, T142-T143, T144, T164-T165, T175, T184-T185, T201, T202, T216-T217
Unit 10: T25, T27, T33, T43, T45, T56, T57, T72, T73, T74-T75, T92-T93, T94-T95, T104

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

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<p>a Recognize and produce rhyming words.</p>	<p>Unit 1: GS45, GS51, GS57, T107, T135, T185, T209 Unit 2: T51, T112-T113, T128, T144, T156, T161 Unit 3: T24, T32, T92 Unit 4: T24-T25, T120-T121 Unit 5: T32-T33, T106, T202, T218-T219 Unit 6: T126, T136-T137, T194, T210 Unit 7: T33, T222-T223 Unit 8: T32-T33, T74, T106-T107, T180-T181 Unit 9: T113, T142-T143, T216-T217 Unit 10: T27-T28, T104</p> <p>CCSLH: 3.2.A</p>
<p>b Count, pronounce, blend, and segment syllables in spoken words.</p>	<p>Unit 3: T71, T93, T103, T117, T131, T141 Unit 4: T32-T33, T92-T93, T181 Unit 5: T97, T186-T187, T196 Unit 7: T102-T103 Unit 8: T122-T123 Unit 9: T184-T185</p> <p>CCSLH: 3.2.B</p>
<p>c Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p>Unit 3: T173, T183 Unit 5: T25, T58, T107, T166-T167</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>Unit 3: T202, T218 Unit 4: T72, T74-T75, T150, T152-T153, T207, T224, T226-T227 Unit 5: T76, T78, T148, T222 Unit 6: T70, T136, T137, T140, T159, T214 Unit 7: T204 Unit 8: T78-T79, T191, T207, T223, T224, T225-T226 Unit 9: T74, T76-T77, T144, T146-T147, T175, T185, T201, T202 Unit 10: T27, T45, T72, T73, T74-T75, T94-T95</p> <p>CCSLH: 3.2.D</p>

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<p>e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>Unit 6: T112-T113, T136-T137, T179, T210-T211 Unit 7: T33, T119, T144, T222-T223 Unit 8: T123, T139, T170, T223 Unit 9: T72, T94-T95, T143, T164-T165 Unit 10: T25, T33, T43, T56, T57, T92-T93</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>Unit 1: T26, T44, T94, T118, T123, T155, T201, T231 Unit 2: T67, T117, T149, T195, T227 Unit 3: T26, T44, T72, T76, T94, T109, T145, T164, T174, T184, T187, T220 Unit 4: T26, T44, T75, T94, T122, T153, T172, T182, T192, T208, T224, T227 Unit 5: T26, T34, T44, T60, T76, T79, T98, T208, T122, T146, T149, T204, T223 Unit 6: T26, T44, T71, T90, T100, T114, T138, T141, T160, T165, T180, T196, T215 Unit 7: T26, T44, T49, T75, T94, T104, T120, T134, T146, T148, T149, T168, T188, T206, T227 Unit 8: T49, T79, T97, T98, T108, T124, T140, T150, T153, T227 Unit 9: T26, T34, T46, T51, T60, T74, T77, T96, T106, T120, T134, T147, T221 Unit 10: T26, T34, T44, T51, T58, T72, T75</p> <p>CCSLH: 3.3.A, 3.3.B, 3.3.C</p>
<p>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.</p>	<p>Unit 3: T26, T44, T94, T118 Unit 4: T26, T44, T94, T122 Unit 5: T26, T44, T122, T146 Unit 6: T26, T44, T114, T138, T160 Unit 7: T26, T44, T120, T146, T168</p> <p>CCSLH: 3.3.A</p>

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<p>b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	<p>Unit 3: T164, T174, T184 Unit 4: T172, T182, T192, T208, T224 Unit 5: T26, T34, T60, T76, T98, T108, T204 Unit 6: T90, T100, T180, T196 Unit 7: T94, T104, T188, T206 Unit 8: T98, T108, T124, T140, T150 Unit 9: T26, T34, T46, T60, T74, T96, T106, T120, T134 Unit 10: T26, T34, T44, T58, T72</p> <p>CCSLH: 3.3.A</p>
<p>c Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>	<p>Unit 1: T123, T155, T201, T231 Unit 2: T67, T117, T149, T195, T227 Unit 3: T76, T109, T145, T187, T220 Unit 4: T75, T153, T227 Unit 5: T79, T149, T223 Unit 6: T71, T141, T165, T215 Unit 7: T49, T75, T134, T148, T149, T227 Unit 8: T49, T79, T97, T153, T227 Unit 9: T51, T77, T147, T221 Unit 10: T51, T75</p> <p>CCSLH: 3.3.B</p>
<p>d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>Unit 3: T72, T184 Unit 4: T192, T208</p> <p>CCSLH: 3.3.C</p>

Fluency

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

Unit 1: T123, T155, T201, T231

Unit 2: T67, T117, T149, T195, T227

Unit 3: T76, T145, T187, T220

Unit 4: T74-T75, T152-T153, T226-T227

Unit 5: T78-T79, T148-T149, T222-T223

Unit 6: T70-T71, T140-T141, T214-T215

Unit 7: T74-T75, T147-T148, T226-T227

Unit 8: T78-T79, T152-T153, T226-T227

Unit 9: T77-T76, T146-T147, T220-T221

Unit 10: T74-T75

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

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...).	CCSLH: 4.1.A
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>Unit 1: T32, T46, T64, T194 Unit 2: T110, T126, T142, T164, T188, T200 Unit 3: T30, T40, T54, T64, T78, T198 Unit 5: T174, T184, T200, T216 Unit 6: T166, T176, T192, T208 Unit 8: T104, T120, T136, T146, T156, T178 Unit 9: T30-T31, T42, T56, T70, T80, T102, T116, T172, T198 Unit 10: T30, T40, T54, T68, T78, T102, T18, T134, T146-T147, T178</p> <p>CCSLH: 4.1.B</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>Unit 1: T148, T160, T206, T224, T242 Unit 2: T32, T44, T60, T76 Unit 3: T146 Unit 4: T30, T40, T54, T68, T80, T146 Unit 5: T30, T56, T72, T82, T104, T118, T143, T152 Unit 7: T174, T184, T202, T220 Unit 8: T30, T40, T56, T72, T82</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.	<p>Unit 2: T154 Unit 5: 118 Unit 9: T102 Unit 10: T188</p> <p>CCSLH: 4.2.A</p>

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<p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Unit 2: T252 CCSLH: 4.2.A</p>
<p>Research to Build and Present Knowledge</p>	
<p>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>Unit 5: T150-T151 Unit 8: T29, T81, T154-T155 Unit 10: T30, T40, T54, T102, T204, T220 CCSLH: 4.3.A</p>
<p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Unit 2: T31, T32, T85 Unit 3: T28, T30, T76 Unit 4: T76-T77, T154 Unit 5: T30, T80, T81, T150 Unit 6: T29, T72, T143 Unit 7: T30, T77, T150 Unit 8: T29, T81, T154 Unit 10: T118, T134 CCSLH: 4.3.B</p>
<p>9. (Begins in grade 4)</p>	
<p>Range of Writing</p>	
<p>10. (Begins in grade 3)</p>	

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.

Unit 1: GS19, GS31, T31, T33, T78, T85, T90-T91, T113, T117, T134, T153, T168, T199, T250, T254-T255
Unit 2: T30-T31, T33, T43, T58, T70, T74, T84, T107, T253
Unit 3: T29, T30, T39, T67, T68, T76, T97, T99, T101, T167, T168, T171, T226
Unit 4: T29, T31, T76-T77, T97, T101, T154, T219, T228
Unit 5: T19, T28, T29, T31, T39, T48, T55, T80-T81, T105, T175, T191
Unit 6: T29, T31, T39, T72, T93, T97, T109, T118, T142, T143, T167, T183, T202, T215
Unit 7: T29, T30, T39, T76, T77, T97, T150, T151, T171, T191
Unit 8: T29, T39, T80-T81, T100, T110, T129, T142, T154-T155, T175
Unit 9: T29, T77, T78-T79, T109, T122, T137, T148-T149, T169, T189, T199, T204, T215
Unit 10: T29, T39, T60, T75, T76-T77, T99, T109, T133, T137, T143, T154-T155, T169, T175, T189, T195, T210, T226, T223

CCSLH: 5.1.A

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

Unit 1: GS19, GS31, T85
Unit 3: T68
Unit 5: T28

CCSLH: 5.1.A

<p>b Continue a conversation through multiple exchanges.</p>	<p>Unit 1: T31, T90-T91, T168, T250, T254-T255 Unit 2: T30-T31, T253 Unit 3: T30, T76, T226 Unit 4: T76-T77, T154 Unit 5: T28, T19, T80-T81 Unit 6: T29, T72, T142, T143 Unit 7: T30, T76, T77, T150, T151 Unit 8: T29, T80-T81, T154-T155 Unit 9: T29, T78-T79, T148-T149 Unit 10: T29, T76-T77, T154-T155</p> <p>CCSLH: 5.1.A</p>
<p>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.</p>	<p>Unit 1: T33, T113, T117, T134, T153, T199, T250 Unit 2: T31, T33, T43, T84, T253 Unit 3: T29, T39, T67, T99, T101, T171 Unit 4: T29, T31, T97, T101, T219, T228 Unit 5: T29, T31, T39, T55, T105, T175 Unit 6: T29, T31, T39, T97, T109, T167 Unit 7: T29, T39 Unit 8: T29, T39, T100, T110, T129, T142, T175 Unit 9: T29, T77, T109, T122, T137, T169, T189, T199, T204, T215 Unit 10: T39, T60, T75, T77, T99, T133, T143, T175, T195, T210, T223</p> <p>CCSLH: 5.1.B</p>
<p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Unit 1: T31, T78, T91, T113, T153 Unit 2: T31, T43, T58, T70, T74, T107 Unit 3: T29, T97, T167, T168 Unit 4: T29, T76-T77, T97, T154 Unit 5: T48, T105, T191 Unit 6: T93, T118, T183, T202, T215 Unit 7: T29, T97, T171, T191 Unit 8: T100, T110, T129, T142, T175 Unit 9: T29, T77, T109, T137, T169, T189 Unit 10: T39, T60, T133, T210, T226</p> <p>CCSLH: 5.1.B</p>

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Unit 1: T112, T113, T121, T145, T225
Unit 2: T37, T39, T40, T49, T118, T150, T154
Unit 3: T30, T46, T54, T68, T187, T213
Unit 4: T39, T49, T51, T76, T96, T118
Unit 5: T36, T46, T100, T141, T183, T184
Unit 6: T36, T53, T92, T116, T130, T141
Unit 7: T39, T138, T152, T229
Unit 8: T103, T110, T142, T145, T194, T215
Unit 9: T55, T98, T136, T147, T181, T198
Unit 10: T46, T75, T98, T194

CCSLH: 5.2.A

5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Unit 1: T82, T148, T160, T224, T242
Unit 2: T126, T142, T164, T188, T252
Unit 3: T54, T68, T78
Unit 4: T118, T136
Unit 5: T72, T82, T118, T200, T216
Unit 6: T74, T124
Unit 7: T132
Unit 8: T72, T73, T41, T156
Unit 9: T30-T31, T71, T80, T130, T199, T223
Unit 10: T204, T205

CCSLH: 5.2.B

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

Unit 1: T65, T107, T153, T159, T187, T214, T250

Unit 2: T33, T86, T100, T143, T195, T248

Unit 3: T31, T42, T75, T92, T102, T129

Unit 4: T69, T101, T146, T220, T228, T233

Unit 5: T105, T152, T175, T218, T223, T225

Unit 6: T65, T66-T67, T97

Unit 7: T228

Unit 8: T82, T228

Unit 9: T132, T136, T147, T198, T199, T227

Unit 10: T98, T205, T221, T231

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

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

Unit 1: T45, T46-T47, T63, T91, T115, T116, T118, T129, T132-T133, T148, T160, T168-T169, T170-T171, T196, T203, T223, T230-T231, T242, T250

Unit 2: T33, T39, T43, T50, T59, T60, T71, T73, T76, T100, T103, T104, T109, T121, T131, T132, T160, T164, T195, T199, T246, T248

Unit 3: T27, T31, T39, T41, T45, T65, T73, T75, T92, T95, T99, T101, T113, T119, T129, T138-T139, T143, T145, T169, T179, T180-T181, T214-T215, T223

Unit 4: T29, T35, T39, T45, T53, T68-T69, T73, T74, T95, T101, T123, T127, T133, T146, T173, T177, T179, T187, T188, T193, T215, T220, T228, T229, T233

Unit 5: T27, T29, T39, T45, T77, T79, T99, T103, T117, T118-T119, T123, T141, T142-T143, T147, T149, T193, T197, T199, T224

Unit 6: T27, T29, T30, T31, T39, T45, T64-T65, T69, T70-T71, T74-T75, T91, T95, T109, T110-T111, T115, T134, T144, T161, T167, T168, T191, T207

Unit 7: T27, T29, T39, T40-T41, T45, T73, T76, T77, T78-T79, T95, T99, T116-T117, T121, T123, T141, T143, T147, T217, T225, T228, T229

Unit 8: T27, T29, T31, T39, T45, T55, T77, T78-T79, T82, T99, T103, T125, T140, T146-T147, T150

Unit 9: T27, T31, T41, T43, T47, T65, T70, T75, T76, T78, T97, T101, T103, T117, T121, T127, T146-T147, T181, T223

Unit 10: T27, T29, T31, T39, T53, T73, T74-T75, T76, T78, T97, T115, T123, T125, T139, T145, T151, T153, T156, T171, T181, T187, T188-T189, T191, T193, T207

CCSLH: 6.1.A, 6.1.B, 6.1.C, 6.1.D, 6.1.E, 6.1.F, 6.1.G

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<p>a Print many upper- and lowercase letters.</p>	<p>Unit 1: T116, T132, T148, T160, T242 Unit 2: T50, T60, T104, T132, T164, T246 Unit 3: T27, T45, T73, T95, T119, T143 Unit 4: T45, T73, T95, T123, T173, T193 Unit 5: T27, T45, T77, T99, T123, T143, T147 Unit 6: T27, T45, T69, T91, T115, T161 Unit 7: T27, T45, T77, T99, T123, T143, T147, T225 Unit 8: T27, T45, T77, T99, T125, T140, T150 Unit 9: T27, T47, T75, T97, T121, T146-T147 Unit 10: T27, T73, T97, T125, T153, T193</p> <p>CCSLH: 6.1.A</p>
<p>b Use frequently occurring nouns and verbs.</p>	<p>Unit 1: T46-T47, T118, T132-T133, T170-T171, T196, T230-T231 Unit 2: T33, T39, T43, T59, T103, T131 Unit 3: T39, T41, T75, T99, T129, T145 Unit 4: T35, T39, T53, T69, T101, T228 Unit 5: T39, T79, T117, T141, T193, T197 Unit 6: T30, T31, T39, T71, T95, T168 Unit 7: T27, T45, T73, T95, T121, T147 Unit 8: T29, T39, T55, T78-T79, T103, T119, T146-T147 Unit 9: T65, T78, T101, T127, T181 Unit 10: T39, T53, T74-T75, T115, T139, T145</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>Unit 7: T116-T117, T229</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>Unit 1: T45, T63, T91, T115, T168-T169, T223 Unit 2: T50, T60, T76, T132, T160, T164 Unit 3: T31, T39, T92, T101, T169, T223 Unit 4: T29, T68-T69, T146, T177, T179, T187 Unit 5: T29, T39, T103, T117, T119, T199 Unit 6: T29, T39, T95, T109, T167, T191, T207 Unit 7: T29, T39, T41, T76, T99, T141 Unit 8: T29, T31, T39, T55, T79, T103 Unit 9: T31, T41, T43, T101, T103, T117 Unit 10: T29, T31, T39, T53, T76, T78</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>Unit 1: T115, T129, T203 Unit 2: T43, T71, T73, T109, T121, T199 Unit 3: T65, T99, T113, T179, T197, T223 Unit 4: T74, T127, T133, T215, T228, T233 Unit 5: T39, T117, T149, T199 Unit 6: T39, T70-T71, T95, T109 Unit 7: T40-T41, T78-T79, T217, T228, T229 Unit 8: T39, T55, T103 Unit 9: T65, T78, T127, T181 Unit 10: T39, T115, T123, T139, T187, T188-T189</p> <p>CCSLH: 6.1.G</p>
<p>f Produce and expand complete sentences in shared language activities.</p>	<p>Unit 1: T170, T250 Unit 2: T100, T195, T248 Unit 3: T138-T139, T180-T181, T214-T215, T223 Unit 4: T146, T188, T220, T228, T229, T233 Unit 5: T118-T119, T142-T143, T224 Unit 6: T64-T65, T74-T75, T110-T111, T134, T144 Unit 7: T78 Unit 8: T82 Unit 9: T70, T76, T78, T223 Unit 10: T74, T139, T151, T156, T171, T181, T191, T207</p> <p>CCSLH: 6.1.B</p>

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2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unit 2: T27, T45, T95, T114, T119, T165, T213, T215, T223
Unit 3: T51, T111, T193, T195, T221
Unit 4: T27, T45, T78, T95, T109, T113, T118-T119, T120, T123, T173, T193, T229
Unit 5: T27, T40, T45, T49, T51, T55, T99, T72-T73, T115, T123, T147, T169
Unit 6: T27, T45, T91, T105, T115, T139, T185, T189, T191
Unit 7: T27, T49, T53, T95, T113, T121, T147, T184-T185, T195, T199, T220-T221, T229
Unit 8: T27, T45, T49, T55, T77, T113, T115, T117, T173, T193, T199, T225
Unit 9: T27, T47, T49, T51, T75, T97, T113, T115, T121, T146-T147, T177, T214
Unit 10: T27, T45, T51, T73, T97, T106, T113, T125, T153, T171, T193, T195, T206, T225

CCSLH: 6.1.A, 6.1.H, 6.1.I, 6.1.J

a Capitalize the first word in a sentence and the pronoun *I*.

Unit 3: T114, T223
Unit 4: T113, T120
Unit 7: T184-T185, T220-T221, T229
Unit 9: T214

CCSLH: 6.1.H

b Recognize and name end punctuation.

Unit 2: T213, T215
Unit 3: T51, T111, T193, T195, T221
Unit 4: T78, T109, T118-T119, T120, T229
Unit 5: T40, T49, T51, T55, T72-T73, T115
Unit 6: T105, T185, T189, T191
Unit 7: T49, T53, T113, T195, T199
Unit 8: T49, T55, T113, T115, T117, T199
Unit 9: T49, T51, T113, T115, T146-T147, T177
Unit 10: T51, T113, T171, T193, T195, T206

CCSLH: 6.1.I

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<p>c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	<p>Unit 3: T27, T45, T95, T119, T165 Unit 4: T27, T45, T95, T123, T173, T193 Unit 5: T27, T45, T99, T123, T147, T169 Unit 6: T27, T45, T91, T115, T139 Unit 7: T27, T95, T121, T147 Unit 8: T27, T45, T77, T173, T193, T225 Unit 9: T27, T47, T75, T97, T121, T146-T147 Unit 10: T27, T73, T97, T125, T153, T193</p> <p>CCSLH: 6.1.A</p>
<p>d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>Unit 10: T27, T45, T73, T97, T106, T225</p> <p>CCSLH: 6.1.J</p>
<p>Knowledge of Language</p>	
<p>3. (Begins in grade 2)</p>	
<p>Vocabulary Acquisition and Use</p>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p>	<p>Unit 1: T112 Unit 10: T48</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>Unit 1: T112 Unit 10: T48</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>CCSLH: 6.2.B</p>

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<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p>	<p>Unit 1: T106, T118, T162, T208, T226 Unit 2: T24, T34, T55, T57, T62, T71, T78, T199 Unit 7: T32 Unit 8: T65, T67, T69 Unit 9: T24 Unit 10: T129, T131, T136</p> <p>CCSLH: 6.2.C</p>
<p>a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>Unit 1: T106, T118, T162, T208, T226 Unit 2: T24, T34, T55, T57, T71, T199 Unit 7: T32 Unit 8: T65, T67, T69 Unit 9: T24 Unit 10: T129, T131, T136</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>Unit 2: T62, T78</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 <i>colorful</i>).</p>	<p>Unit 1: T40, T55, T72, T115, T157, T232 Unit 2: T59, T60, T107, T119, T125, T141 Unit 3: T67, T99, T120, T137, T169, T197 Unit 4: T47, T107, T117, T124, T135, T219 Unit 5: T39, T55, T71, T103, T117, T131 Unit 6: T39, T51, T63, T95, T165, T175 Unit 7: T39, T53, T67, T99, T115, T131 Unit 8: T39, T55, T101, T119, T135, T219 Unit 9: T55, T69, T115, T129, T171, T181 Unit 10: T39, T67, T117, T133, T203, T219</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>

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6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 1: T115, T123, T147, T208-T209, T241

Unit 2: T24-T25, T31, T141, T195, T199, T219

Unit 3: T39, T53, T67, T76, T145

Unit 4: T74-T75, T76, T107, T117, T124, T135, T219

Unit 5: T39, T55, T71, T78-T79, T103, T117, T131

Unit 6: T39, T51, T63, T95, T165, T175

Unit 7: T29, T76, T148-T149, T151

Unit 8: T29, T80, T155, T226-T227, T228

Unit 9: T55, T69, T78, T115, T129, T146-T147, T171, T181

Unit 10: T39, T67, T117, T133, T203, T219

CCSLH: 6.2.D

Common Core State Standards • GRADE 1

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

CCSLH

Common Core State Standards Literacy eHandbook

Reading Standards for Literature

Key Ideas and Details

<p>1. Ask and answer questions about key details in a text.</p>	<p>Unit 2: T169, T222, T364 Unit 4: T149, T151 Unit 6: T208, T254 Unit 7: T152-T155, T158, T170-T171, T173-T175, T204 Unit 8: T53-T55, T64, T94 Unit 10: T51, T53-T54, T62, T64-T67, T104, T400</p> <p>CCSLH: 1.1.A</p>
<p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>Unit 1: T78, T186, T256 Unit 2: T40, T186 Unit 3: T154, T161, T174, T222, T226, T242 Unit 4: T166 Unit 5: T224, T286 Unit 6: T274, T298 Unit 7: T59, T61, T70, T73, T274, T276-T277 Unit 8: T65, T67, T106, T206, T294 Unit 9: T30 Unit 10: T200, T335, T346-T347, T351-T353</p> <p>CCSLH: 1.1.B</p>
<p>3. Describe characters, settings, and major events in a story, using key details.</p>	<p>Unit 1: T189, T191, T193, T195, T197, T199 Unit 2: T40, T186, T257 Unit 3: T154, T161, T174, T222, T226, T242 Unit 4: T166, T169, T171, T173, T175 Unit 5: T224, T283, T285, T286 Unit 6: T211, T273, T274, T298 Unit 7: T59, T277, T317, T383, T398, T402 Unit 8: T65, T67, T106, T139, T171, T175, T207 Unit 10: T91, T146, T149, T253, T255, T401</p> <p>CCSLH: 1.1.C</p>

Common Core State Standards • Grade 1

Page References

Craft and Structure

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Unit 1: T35, T109
Unit 3: T179, T181, T183, T245, T247
Unit 7: T293, T295, T343, T349, T450
Unit 10: T189

CCSLH: 1.2.A

5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Unit 8: T256-T257, T342-T343, T436-T437
Unit 9: T178-T179, T250-T251, T442-T443

CCSLH: 1.2.B

6. Identify who is telling the story at various points in a text.

Unit 10: T81, T89, T367, T401

CCSLH: 1.2.C

Integration of Knowledge and Ideas

7. Use illustrations and details in a story to describe its characters, setting, or events.

Unit 1: T189, T191, T193, T195, T197, T199
Unit 2: T191, T217, T219, T221, T223, T225
Unit 7: T172, T333, T417, T419
Unit 9: T459
Unit 10: T91

CCSLH: 1.3.A

8. (Not applicable to literature)

9. Compare and contrast the adventures and experiences of characters in stories.

Unit 6: T74, T76-T80, T82
Unit 8: T82, T84, T86, T88, T90, T92

CCSLH: 1.3.B

Common Core State Standards • Grade 1

Page References

Range of Reading and Level of Text Complexity

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Unit 7: T58-T61, T72-T74, T92-T100, T271-T277, T315-T317, T381-T385
Unit 8: T137-T141, T152-T157, T168-T177, T193-T195, T373-T375
Unit 9: T377-T379, T421-T425, T434-T438, T454-T463
Unit 10: T49-T55, T62-T67, T80-T91, T133-T137, T146-T151, T162-T171

Reading Standards for Informational Text

Key Ideas and Details

1. Ask and answer questions about key details in a text.

Unit 1: T57, T59, T61, T315-T318, T320, T323
Unit 2: T61-T66, T68-T69, T169, T222, T227, T304-T314
Unit 3: T294-T295, T297-T305
Unit 5: T57-T58, T147
Unit 6: T140, T143-T144, T146, T148-T149
Unit 8: T325, T386
Unit 9: T52-T53, T55, T64-T66, T100, T234-T235, T246-T47

CCSLH: 2.1.A

2. Identify the main topic and retell key details of a text.

Unit 2: T330, T332-T334, T336-T342
Unit 3: T78, T80, T82-T86
Unit 4: T78, T80, T82, T84, T228, T230, T232
Unit 5: T76, T78, T80, T82, T84, T86
Unit 6: T160, T162-T164, T166-T168, T170
Unit 9: T258, T260, T262, T264, T294

CCSLH: 2.1.B

Common Core State Standards • Grade 1

Page References

3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Unit 1: T60, T324
Unit 2: T172, T193
Unit 3: T64, T327, T329
Unit 4: T62, T100, T211
Unit 5: T80, T85, T88, T89, T158, T174
Unit 6: T147, T150, T169
Unit 8: T251, T253, T285, T284, T417
Unit 9: T64, T84, T91, T178, T191, T250

CCSLH: 2.1.C

Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Unit 8: T65
Unit 9: T53, T54
Unit 10: T232, T236, T237

CCSLH: 2.2.A

5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

Unit 8: T265, T267, T281, T295, T351, T353, T357, T387, T447, T449, T451, T453, T469

CCSLH: 2.2.B

6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Unit 1: T81, T83, T85, T87
Unit 2: T93, T97
Unit 4: T81, T83, T85, T301, T303, T305
Unit 5: T77, T79, T81, T83, T85, T87
Unit 6: T163, T165, T167, T169, T171
Unit 9: T355, T357, T359, T393, T485

CCSLH: 2.2.C

Integration of Knowledge and Ideas

7. Use the illustrations and details in a text to describe its key ideas.	<p>Unit 1: T83, T85, T87 Unit 2: T93, T97, T332, T334, T336 Unit 4: T80, T81, T82, T83, T85 Unit 5: T76, T77, T78, T79, T80, T82, T83 Unit 6: T162, T163, T164, T166, T167, T169 Unit 8: T76, T86, T102, T110 Unit 9: T138, T258, T260, T262 Unit 10: T368, T369, T370, T372, T374</p> <p>CCSLH: 2.3.A</p>
8. Identify the reasons an author gives to support points in a text.	<p>Unit 4: T229, T231, T233, T235, T237 Unit 5: T309, T311 Unit 8: T283, T295, T477 Unit 9: T81, T83, T85, T87, T101, T259</p> <p>CCSLH: 2.3.B</p>
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<p>Unit 8: T160-T161, T256-T257, T436-T437 Unit 9: T140-T141, T178-T179, T250-T251, T346-T347, T442-T443 Unit 10: T240-T241, T278-T279</p> <p>CCSLH: 2.3.C</p>

Range of Reading and Level of Text Complexity

10. With prompting and support, read informational texts appropriately complex for grade 1.	<p>Unit 7: T104-T105, T224-T225, T336-T337 Unit 8: T236-T239, T248-T253, T264-T267, T278-T283, T285 Unit 9: T51-T55, T64-T67, T80-T87, T90-T91, T131-T137, T152-T157 Unit 10: T94-T95, T290-T291, T382-T383</p>
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Reading Standards: Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

Unit 1: T91, T239, T325
Unit 2: T71, T229, T317
Unit 3: T65, T68-T69, T92-T93, T121
Unit 4: T63
Unit 5: T287
Unit 6: T195, T275, T295
CCSLH: 3.1.A

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Unit 2: T71, T229, T317
Unit 3: T65, T68-T69, T92-T93, T121
Unit 6: T275
CCSLH: 3.1.A

Phonological Awareness

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

Unit 1: T27, T29, T73, T79, T94, T114, T115, T117, T143, T179, T199, T213, T215-T216, T247, T277, T279, T301-T302, T322, T330-T331, T332, T352, T360-T361, T363, T372, T318-T382, T383, T398-T399, T400
Unit 2: T25-T26, T47, T78-T79, T108, T129, T155, T177, T201, T203, T235, T267, T293, T322, T324, T351, T352, T372, T383
Unit 3: T27, T46-T47, T73, T96, T168, T201, T204, T235, T339, T341, T361
Unit 4: T71, T135, T270, T317
Unit 5: T25, T189, T255, T295
Unit 6: T25, T65, T130, T243, T283
Unit 7: T27, T43, T139, T185, T259, T327, T369
CCSLH: 3.2.A, 3.2.B, 3.2.C, 3.2.D

Common Core State Standards • Grade 1

Page References

<p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>Unit 1: T73, T79, T117, T215-T216, T279, T363 Unit 2: T108, T129, T155, T177, T201, T203, T324 Unit 4: T71, T135, T270, T317 Unit 5: T255, T295 Unit 6: T25, T65</p> <p>CCSLH: 3.2.A</p>
<p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<p>Unit 1: T301, T330-T331, T360, T381-T382, T398-T399 Unit 2: T25-T26, T47, T78-T79, T108, T129, T155, T177, T201, T235, T267, T293, T322</p> <p>CCSLH: 3.2.B</p>
<p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>Unit 1: T27, T29, T73, T94, T114, T115, T143, T179, T199, T213, T215, T247, T277, T302, T322, T332, T352, T361, T363, T372, T383, T400 Unit 2: T201, T203, T235, T267, T293, T322, T324, T351, T352, T372, T383 Unit 3: T27, T46-T47, T73, T96, T168, T201, T204, T235, T339, T341, T361 Unit 5: T25, T189, T255, T295 Unit 6: T25, T65, T130, T243, T283 Unit 7: T27, T43, T139, T185, T259, T327, T369</p> <p>CCSLH: 3.2.C</p>
<p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>Unit 2: T322, T372 Unit 3: T47</p> <p>CCSLH: 3.2.D</p>

Phonics and Word Recognition

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

Unit 1: T146, T150-T151, T182, T184-T185, T217, T220-T221, T250-T251, T254-T255, T280, T282-T283
Unit 2: T27, T30, T34-T35, T48, T51, T54-T55, T79, T82, T86-T87, T109, T112-T113, T116-T117, T131, T134-T135, T238, T353-T357, T384-T385
Unit 3: T28-T29, T32-T33, T48-T51, T68-T69, T72-T73, T74-T77, T111-T115
Unit 4: T30, T32-T33, T70-T77, T93-T95, T136-T141, T163-T165, T269-T275, T294-T297, T312-T313, T316-T321, T330-T331, T351
Unit 5: T25-T31, T41, T68-T73, T95-T97, T109-T113, T134-T139, T163-T165, T190-T195, T231-T235, T255-T261, T275-T277, T295-T301
Unit 6: T25-T31, T41-T43, T65-T71, T91-T97, T104-T109, T180-T181, T184-T185
Unit 7: T87-T88, T90-T91, T393-T397, T413-T415, T436-T437, T444-T447
Unit 8: T28, T42, T80-T81, T128-T129, T150-T151, T186-T187, T227, T247, T276-T277, T315, T335, T366-T367, T427
Unit 9: T27, T42-T43, T58-T59, T75, T78-T79, T105, T162-T163, T183, T186-T187, T225, T243, T272-T273, T316, T350-T351, T371, T397, T446-T447, T473, T481
Unit 10: T40-T41, T78-T79, T125, T145, T180-T181, T222-T223, T250-T251, T287-T288

CCSLH: 3.3.A, 3.3.B

a. Know the spelling-sound correspondences for common consonant digraphs.

Unit 3: T28-T29, T32-T33, T48-T51, T74-T77, T111-T115
Unit 9: T225, T243

CCSLH: 3.3.A

Common Core State Standards • Grade 1	Page References
<p>b. Decode regularly spelled one-syllable words.</p>	<p>Unit 1: T146, T150-T151, T182, T184-T185, T217, T220-T221, T250, T254-T255, T280, T282-T283 Unit 2: T30, T34-T35, T51, T54-T55, T82, T86-T87, T112, T116-T117, T131, T134-T135 Unit 3: T97, T100-T101, T137-T141, T205-T209, T235-T239</p> <p>CCSLH: 3.3.A</p>
<p>c. Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds.</p>	<p>Unit 4: T70-T77, T93-T95, T136-T141, T163-T165, T269-T275, T294-T297, T316-T321 Unit 5: T25-T31, T68-T73, T95-T97, T109-T113, T134-T139, T163-T165, T255-T261, T275-T277, T295-T301 Unit 6: T25-T31, T41-T43, T65-T71, T91-T97, T104-T109 Unit 7: T393-T397, T413-T415, T436-T437 Unit 8: T28, T42, T80-T81, T128-T129, T150, T186-T187, T227, T247, T276-T277, T315, T335, T366-T367 Unit 9: T27, T42, T78-T79</p> <p>CCSLH: 3.3.A</p>
<p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>Unit 2: T27, T48, T79, T109, T238</p> <p>CCSLH: 3.3.A</p>
<p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p>Unit 2: T238, T353 Unit 5: T41, T163, T190-T195, T231-T235 Unit 9: T27, T42-T43, T78-T79, T186-T187, T243, T272-T273, T316, T371 Unit 10: T40-T41, T78-T79, T125, T145, T180-T181, T222-T223, T250-T251, T287-T288</p> <p>CCSLH: 3.3.A</p>

Common Core State Standards • Grade 1

Page References

f. Read words with inflectional endings.

Unit 2: T353-T357, T384-T385
Unit 4: T312-T313, T330-T331, T351
Unit 9: T58-T59, T75, T105, T162-T163, T183, T243, T350-T351, T397, T446-T447, T473, T481
Unit 10: T250-T251

CCSLH: 3.3.A

g. Recognize and read grade-appropriate irregularly spelled words.

Unit 1: T250-T251, T254-T255
Unit 2: T112-T113, T116-T117
Unit 3: T68-T69, T72-T73
Unit 4: T30, T32-T33
Unit 6: T26-T27, T30-T31, T180-T181, T184-T185
Unit 7: T87-T88, T90-T91, T444-T447
Unit 8: T150-T151, T186-T187, T427

CCSLH: 3.3.B

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

Leveled Readers Teacher's Guide pages 4, 8, 10, 22, 32, 34, 38, 44, 48, 54, 66, 68, 70, 74, 76, 78, 82, 96, 100, 102, 104, 108, 114
Unit 5: T141-T158, T166-T181, T197, T199-T204, T217, T219-T224
Unit 6: T137, T139-T149, T150, T187, T189-T194, T205, T207-T212, T251, T253-T258, T267, T269-T274
Unit 7: T145, T148-T159, T170-T175, T270-T277, T279, T292-T297, T299, T312-T319, T332-T335, T378-T383, T398-T404
Unit 8: T45, T50-T57, T64-T71, T82-T93, T95, T131, T136-T141, T152-T159, T168-T177, T179, T189, T193-T195, T234-T239, T248, T253, T359, T428-T435
Unit 9: T45, T48-T55, T64-T68, T80-T87, T319, T322-T329, T340-T363
Unit 10: T43, T46-T55, T62-T69, T80-T93, T127, T130-T137, T146-T152

CCSLH: 3.4.A

Common Core State Standards • Grade 1

Page References

a. Read on-level text with purpose and understanding.

Unit 5: T141-T158, T166-T181, T197, T199-T204, T217, T219-T224
Unit 6: T137, T139-T149, T150, T187, T189-T194, T205, T207-T212, T251, T253-T258, T267, T269-T274
Unit 7: T145, T148-159, T170-T175, T312-T318, T332-T334, T378-T383, T398-T404
Unit 8: T45, T50-T57, T64-T71, T131, T136-T141, T152-T159, T168-T177, T189, T193-T195
Unit 9: T45, T48-T55, T64-T68, T80-T87, T319, T322-T329, T340-T361
Unit 10: T43, T46-T55, T62-T68, T127, T130-T137, T146-T152
CCSLH: 3.4.A

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Leveled Readers Teacher's Guide pages 4, 8, 10, 22, 32, 34, 38, 44, 48, 54, 66, 68, 70, 74, 76, 78, 82, 96, 100, 102, 104, 108, 114
Unit 7: T150-T159, T170-T165, T270-T277, T279, T292-T297, T299, T314-T317, T319, T332-T335
Unit 8: T50-T57, T82-T93, T95, T179, T234-T239, T248, T253, T359, T428-T435
Unit 9: T52-T55, T64-T67, T324-T329, T340-T363
Unit 10: T48-T55, T62-T67, T69, T80-T93
CCSLH: 3.4.A

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

Common Core State Standards • Grade 1	Page References
<p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>Unit 8: T343, T437 Unit 9: T428-T429, T444-T445, T470-T471, T478, T486-T487</p> <p>CCSLH: 4.1.A</p>
<p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>Unit 2: T174, T196, T230-T231, T264, T276-T277 Unit 3: T164-T165, T194, T228-T229, T256, T266-T267 Unit 5: T160-T161, T184-T185, T206-T207, T228-T229, T238-T239 Unit 6: T38-T39, T60, T86-T87, T100, T112-T113 Unit 8: T242, T258-T259, T270, T288-T289, T296-T297</p> <p>CCSLH: 4.1.B</p>
<p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>Unit 1: T174, T206-T207, T240-T241, T272, T286 Unit 4: T160-T161, T182, T212-T213, T242, T254, T328 Unit 6: T152-T153, T174-T175, T196, T216-T217, T226-T227 Unit 7: T284-T285, T300-T301, T322-T323, T340, T350-T351 Unit 8: T144-T145, T162-T163, T180-T181, T200, T208-T209 Unit 10: T71, T357</p> <p>CCSLH: 4.1.C</p>
<p><i>Production and Distribution of Writing</i></p>	
<p>4. (Begins in grade 3)</p>	

Common Core State Standards • Grade 1

Page References

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

Unit 1: T174, T326, T354
Unit 2: T44-T45, T126, T174, T318
Unit 3: T42-T43, T164-T165, T308-T309
Unit 4: T42-T43, T160-T161, T290, T310, T328-T329
Unit 5: T38-T39, T106, T160-T161, T228, T272-T273
Unit 6: T38-T39, T152-T153, T278, T300-T301
Unit 7: T38-T39, T162-T163, T239, T284-T285, T388-T389
Unit 8: T36-T37, T58-T59, T144-T145, T242-T243, T330-T331, T422-T423
Unit 9: T36-T37, T180-T181, T207, T238-T239, T332-T333, T348-T349, T364-T365, T428-T429, T478
Unit 10: T34-T35, T56-T57, T140-T141, T156-T157, T244-T245, T260-T261

CCSLH: 4.2.A

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

Unit 1: T126
Unit 7: T118, T238, T452
Unit 8: T460
Unit 9: T206, T384, T468

CCSLH: 4.2.A

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

Unit 1: T124-T125, T284-T285, T392-T393
Unit 2: T136-T137, T274-T275, T378-T379
Unit 3: T116-T117, T264-T265, T366-T367
Unit 4: T114-T115, T252-T253, T338-T339
Unit 5: T114-T115, T236-T237, T324-T325
Unit 6: T110-T111, T224-T225, T310-T311
Unit 7: T106-T107, T226-T227, T338-T339, T430-T431
Unit 8: T98-T99, T198-T199, T286-T287, T378-T379, T460-T461
Unit 9: T92-T93, T196-T197, T286-T287, T384-T385, T468-T469
Unit 10: T96-T97, T192-T193, T292-T293, T384-T385

CCSLH: 4.3.A

Common Core State Standards • Grade 1	Page References
<p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Unit 1: T284 Unit 2: T274-T275 Unit 3: T264 Unit 4: T252 Unit 5: T236 Unit 6: T224 Unit 7: T338 Unit 8: T286 Unit 9: T286 Unit 10: T292</p> <p>CCSLH: 4.3.B</p>
<p>9. (Begins in grade 4)</p>	
<p><i>Range of Writing</i></p>	
<p>10. (Begins in grade 3)</p>	

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

<p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>	<p>Unit 4: T149 Unit 5: T327 Unit 6: T101 Unit 7: T343 Unit 8: T291, T383 Unit 9: T65, T88, T97, T100, T423, T476 Unit 10: T53, T96, T104</p> <p>CCSLH: 5.1.A</p>
<p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>Unit 5: T327 Unit 7: T343 Unit 8: T291, T383 Unit 9: T97</p> <p>CCSLH: 5.1.A</p>
<p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>Unit 7: T77, T176, T278, T318, T404 Unit 8: T70, T158, T254, T340, T383, T434 Unit 9: T68, T176, T248, T344, T440 Unit 10: T68, T152, T276, T354</p> <p>CCSLH: 5.1.A</p>
<p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>Unit 4: T149 Unit 5: T327 Unit 6: T101 Unit 8: T291 Unit 9: T65, T88, T100, T423, T476 Unit 10: T53, T96, T104</p> <p>CCSLH: 5.1.A</p>

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<p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>Unit 1: T35 Unit 2: T41, T381 Unit 3: T38 Unit 4: T39 Unit 5: T35 Unit 6: T35 Unit 7: T35 Unit 8: T33 Unit 9: T32, T297 Unit 10: T31, T107</p> <p>CCSLH: 5.1.B</p>
<p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>Unit 7: T408, T453 Unit 8: T209, T297, T479 Unit 9: T487 Unit 10: T101</p> <p>CCSLH: 5.1.B</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>Unit 2: T126, T264, T380 Unit 3: T90-T91, T108, T354-T355, T368-T369 Unit 5: T327 Unit 7: T79, T179, T284-T285, T300-T301, T320-T323, T340, T350-T351, T388-T389, T389, T408, T432-T433, T452-T453 Unit 10: T71, T279, T357</p> <p>CCSLH: 5.2.A</p>
<p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Unit 1: T284 Unit 10: T35, T72-T73, T279</p> <p>CCSLH: 5.2.B</p>

6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

Unit 3: T196-T197, T230-T231

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

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

Unit 1: GS9, GS11, GS20, GS26, GS36, GS44, T209, T242-T243, T287, T356-T357, T378-T379, T411

Unit 2: T45, T73, T74-T75, T102-T105, T138-T139, T141, T175, T197-T199, T230-T233, T264, T279, T319, T347

Unit 3: T43, T67, T165, T195-T197, T230-T231, T269, T309, T333-T335, T356-T357, T379

Unit 4: T43, T65-T67, T90-T91, T119, T161, T183, T185, T214-T215, T255, T291, T311-T313, T330-T331, T351

Unit 5: T39, T63-T65, T88-T89, T92-T93, T115, T161, T186, T273, T292-T293, T316-T317, T337

Unit 6: T39, T61-T63, T88-T89, T92-T93, T115, T153, T176, T261, T322

Unit 7: T40, T64, T182-T183, T209, T241, T302-T303, T325, T353, T410-T411, T435, T443, T455

Unit 8: T38, T60, T146, T148, T164-T165, T183, T211, T244, T332

Unit 9: T38, T58-T59, T75, T105, T146, T162-T163, T183, T209, T240, T254, T269, T299, T350-T351, T367, T397, T466-T467, T473, T481

Unit 10: T36, T58-T59, T109, T142, T158, T246, T262

CCSLH: 6.1.A, 6.1.B, 6.1.C, 6.1.D, 6.1.E, 6.1.F, 6.1.G, 6.1.H

a. Print all upper- and lowercase letters.

Unit 1: GS9, GS11, GS20, GS26, GS36, GS44

Unit 2: T45, T73, T175, T197, T319, T347

Unit 3: T43, T67, T165, T195, T309, T333

Unit 4: T43, T65, T161, T183, T291, T311

Unit 5: T39, T63, T161, T186, T273, T292

Unit 6: T39, T61, T153, T176, T261, T322

Unit 7: T40, T64

Unit 8: T38, T60, T146, T164, T244, T332

Unit 9: T38, T58, T146, T162, T240, T254

Unit 10: T36, T58, T142, T158, T246, T262

CCSLH: 6.1.A

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<p>b. Use common, proper, and possessive nouns.</p>	<p>Unit 1: T209, T242-T243, T287, T356-T357, T378-T379, T411 Unit 2: T198-T199, T232-T233, T279 Unit 5: T64-T65, T88-T89, T92-T93, T115 Unit 6: T62-T63, T88-T89, T115 Unit 8: T164-T165, T211 Unit 9: T350-T351, T397</p> <p>CCSLH: 6.1.C</p>
<p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p>	<p>Unit 1: T356-T357, T378-T379, T411 Unit 2: T102-T103, T138-T139, T230-T231, T264 Unit 5: T293, T316-T317, T337 Unit 9: T350-T351, T397</p> <p>CCSLH: 6.1.C</p>
<p>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</p>	<p>Unit 7: T182-T183, T209, T241, T302-T303, T325, T353 Unit 8: T148, T164-T165, T183, T211 Unit 9: T350-T351, T367, T397</p> <p>CCSLH: 6.1.E</p>
<p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p>	<p>Unit 9: T58-T59, T75, T105, T162-T163, T183, T209, T269, T299, T466-T467, T473, T481</p> <p>CCSLH: 6.1.D</p>
<p>f. Use frequently occurring adjectives.</p>	<p>Unit 2: T74-T75, T104-T105, T141 Unit 4: T312-T313, T330-T331, T351 Unit 7: T410-T411, T435, T455 Unit 10: T58-T59, T109</p> <p>CCSLH: 6.1.F</p>
<p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p>	<p>CCSLH: 6.1.H</p>
<p>h. Use determiners (e.g., articles, demonstratives).</p>	<p>CCSLH: 6.1.F</p>
<p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p>	<p>CCSLH: 6.1.H</p>

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<p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>Unit 3: T196-T197, T230-T231, T269, T334-T335, T356-T357, T379 Unit 4: T66-T67, T90-T91, T119, T185, T214-T215, T255 Unit 7: T410-T411, T435, T443</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>Unit 1: T183, T219, T253, T307, T337, T367, T389, T405 Unit 2: T53, T85, T115, T133, T159, T183, T241, T297 Unit 3: T31, T49, T75, T99, T113, T139, T171, T207, T237, T313 Unit 4: T49, T75, T95, T111, T139, T165, T191, T223 Unit 5: T71, T92-T93, T97, T111, T119, T137, T165, T187, T193, T208-T209, T241, T259, T277 Unit 6: T29, T43, T69, T93, T107, T203, T221, T280-T281, T287, T302-T303, T323 Unit 7: T39, T119, T163, T213, T239, T261, T285, T351, T389, T453 Unit 8: T37, T63, T109, T145, T167, T209, T243, T297, T331, T389, T423, T479 Unit 9: T37, T63, T103, T145, T165, T207, T239, T297, T333, T395, T429, T487 Unit 10: T35, T61, T107, T141, T203, T245, T262-T263, T283, T303, T305, T339, T403, T405</p> <p>CCSLH: 6.1.I, 6.1.J, 6.1.K</p>
<p>a. Capitalize dates and names of people.</p>	<p>Unit 5: T64, T92-T93, T119, T187, T208-T209, T241 Unit 10: T283, T305, T405</p> <p>CCSLH: 6.1.I</p>
<p>b. Use end punctuation for sentences.</p>	<p>Unit 5: T92-T93, T119 Unit 10: T262-T263, T305</p> <p>CCSLH: 6.1.J</p>
<p>c. Use commas in dates and to separate single words in a series.</p>	<p>Unit 5: T187, T208-T209, T241 Unit 6: T280-T281, T302-T303, T323</p> <p>CCSLH: 6.1.J</p>

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d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Unit 1: T253, T307, T367, T405
Unit 2: T53, T115, T133, T183, T241, T297
Unit 3: T49, T75, T99, T139, T207, T313
Unit 4: T49, T75, T111, T139, T191, T223
Unit 5: T71, T97, T111, T137, T165, T259
Unit 6: T43, T69, T93, T107, T203, T221
Unit 7: T119, T213, T239, T261, T351, T453
Unit 8: T63, T109, T167, T209, T297, T389, T479
Unit 9: T63, T103, T165, T207, T297, T395, T487
Unit 10: T61, T107, T203, T303, T403

CCSLH: 6.1.K

e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Unit 1: T183, T219, T253, T337, T367, T389
Unit 2: T53, T85, T115, T159, T183, T297
Unit 3: T31, T75, T113, T139, T171, T237
Unit 4: T75, T95, T111, T139, T165, T223
Unit 5: T71, T97, T111, T137, T193, T277
Unit 6: T29, T43, T93, T107, T221, T287
Unit 7: T39, T163, T285, T389
Unit 8: T37, T145, T243, T331, T423
Unit 9: T37, T145, T239, T333, T429
Unit 10: T35, T141, T245, T339

CCSLH: 6.1.K

Knowledge of Language

3. (Begins in grade 2)

Vocabulary Acquisition and Use

<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p>	<p>Unit 1: T52, T154, T187, T224, T257, T341 Unit 7: T52, T146-T147, T266-T267, T376 Unit 9: T58-T59, T105, T126-T127, T162-T163, T183, T209, T228-T229 Unit 10: T128-T129, T324-T325</p> <p>CCSLH: 6.2.A, 6.2.B, 6.2.C</p>
<p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Unit 1: T52, T154, T187, T224, T257, T341 Unit 7: T52, T146-T147, T266-T267, T376 Unit 9: T126-T127, T228-T229 Unit 10: T128-T129, T324-T325</p> <p>CCSLH: 6.2.B</p>
<p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p>	<p>Unit 7: T376-T377 Unit 9: T46-T47, T416-T417</p> <p>CCSLH: 6.2.C</p>
<p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>)</p>	<p>Unit 9: T58-T59, T105, T162-T163, T183, T209 Unit 10: T128</p> <p>CCSLH: 6.2.C</p>
<p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>Unit 1: T243 Unit 2: T101, T187, T188, T190, T192, T354, T386 Unit 3: T313 Unit 4: T138, T168, T170, T172, T174, T176, T178, T336 Unit 7: T81, T207, T323, T433 Unit 8: T75, T181, T264, T266, T268, T271, T278, T280, T282, T341, T361, T463 Unit 9: T73, T152-T156, T181, T188-T192, T267, T365, T471 Unit 10: T73, T175, T281, T387</p> <p>CCSLH: 6.2.D, 6.2.E</p>

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<p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>Unit 1: T243 Unit 2: T354, T386 Unit 3: T313 Unit 4: T138, T336 Unit 7: T81, T207, T323, T433 Unit 8: T75, T181, T271, T361, T463 Unit 9: T73, T181, T267, T365, T471 Unit 10: T73, T175, T281, T387</p> <p>CCSLH: 6.2.D</p>
<p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p>	<p>Unit 2: T101, T187, T188, T190, T192 Unit 4: T168, T170, T172, T174, T176, T178 Unit 8: T264, T266, T268, T278, T280, T282, T341 Unit 9: T152-T156, T188-T191, T192</p> <p>CCSLH: 6.2.D</p>
<p>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p>	<p>CCSLH: 6.2.D</p>
<p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p>CCSLH: 6.2.E</p>
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p>Unit 2: T71, T89, T87 Unit 3: T65, T79, T243 Unit 4: T79, T227, T299 Unit 5: T167, T205, T237, T287 Unit 6: T99, T161, T259 Unit 7: T64-T65, T79, T179, T281, T407 Unit 10: T71, T155, T279, T357</p> <p>CCSLH: 6.2.F</p>

Notes

Common Core State Standards • GRADE 2

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

CCSLH

Common Core State Standards Literacy eHandbook

Reading Standards for Literature

Key Ideas and Details

<p>1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>Unit 2: T326 Unit 3: T96 Unit 4: T152 Unit 5: T124-T125, T137, T206-T207, T219, T221, T389, T402 Unit 6: T124, T135, T136-T137</p> <p>CCSLH: 1.1.A</p>
<p>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>Unit 1: T66, T142, T144-T145, T307, T308, T310-T311, T386 Unit 5: T138, T140-T141, T222, T224-T225, T245</p> <p>CCSLH: 1.1.B</p>
<p>3. Describe how characters in a story respond to major events and challenges.</p>	<p>Unit 1: T253, T329, T399 Unit 3: T418, T420, T431, T453 Unit 5: T55, T63, T64, T125, T138, T140, T385, T406, T408-T409 Unit 6: T327, T341</p> <p>CCSLH: 1.1.C</p>

Craft and Structure

<p>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>Unit 1: T77, T155, T157, T444-T445 Unit 2: T165, T482-T485 Unit 4: T173, T183, T185 Unit 5: T468-T469 Unit 6: T462-T463</p> <p>CCSLH: 1.2.A</p>
<p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>Unit 2: T343, T355, T357 Unit 5: T233, T235, T245 Unit 6: T327, T341</p> <p>CCSLH: 1.2.B</p>

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<p>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>Unit 1: GS28, T227, T387 Unit 2: T75 Unit 5: T79, T407, T449</p> <p>CCSLH: 1.2.C</p>
<p>Integration of Knowledge and Ideas</p>	
<p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>Unit 1: T251, T337, T399, T411, T445 Unit 2: T343, T355, T357 Unit 3: T89 Unit 5: T123, T149, T151, T161, T323, T421, T432, T435, T471 Unit 6: T327, T341 <i>(Student Reader and eStudent Reader versions are available.)</i></p> <p>CCSLH: 1.3.A</p>
<p>8. (Not applicable to literature)</p>	
<p>9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>Unit 1: GS23</p> <p>CCSLH: 1.3.B</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity and proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Unit 1: T126-T129, T138-T141, T370-T373, T382-T385, T442-T445 Unit 2: T310-T315, T324-T329, T482-T485 Unit 3: T54-T59, T68-T73, T226-T229, T238-T239, T482-T483 Unit 4: T136-T141, T152-T157, T314-T317, T326-T331, T468-T471 Unit 5: T54-T55, T62-T63, T122-T125, T134-T137, T206-T209, T218-T221, T468-T471 Unit 6: T122-T125, T134-T137, T290-T297, T306-T311, T460-T463</p> <p>Reading selections in the Grade 2 Student Anthology and Leveled Readers in SRA <i>Imagine It!</i> fall within the recommended Lexile range 450-790 required by the Common Core State Standards for grades 2-3.</p>

Reading Standards for Informational Text

Key Ideas and Details

<p>1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>Unit 2: T137 Unit 3: T142, T152, T308, T321 Unit 4: T55-T56, T64, T67, T233 Unit 6: T206-T208, T236, T386, T389, T401</p> <p>CCSLH: 2.1.A</p>
<p>2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p>Unit 2: T421 Unit 4: T80, T82, T84, T86, T88, T90, T415, T430 Unit 6: T232, T234, T244, T246</p> <p>CCSLH: 2.1.B</p>
<p>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>Unit 2: T92-T93, T268-T269 Unit 3: T266-T267</p> <p>CCSLH: 2.1.C, 2.1.D, 2.1.E</p>

Craft and Structure

<p>4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>	<p>Unit 2: T46-T47, T57, T214-T215, T225, T407 Unit 3: T132-T133, T143, T300-T301, T309, T323 Unit 4: T46-T47, T57, T224-T225, T233, T245, T405 Unit 6: T48-T49, T63, T221, T380-T381, T391</p> <p>CCSLH: 2.2.A</p>
<p>5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>Unit 2: T81, T83, T253, T255, T265 Unit 3: T337, T349, T351 Unit 4: T85, T87 Unit 6: T419, T429</p> <p>CCSLH: 2.2.B</p>

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<p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Unit 2: T80, T84, T90 Unit 4: T256, T258 Unit 6: T415, T417</p> <p>CCSLH: 2.2.C</p>
<p>Integration of Knowledge and Ideas</p>	
<p>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>Unit 2: T85, T87 Unit 4: T81, T83, T89, T257, T259</p> <p>CCSLH: 2.3.A</p>
<p>8. Describe how reasons support specific points the author makes in a text.</p>	<p>Unit 2: T84, T88, T167, T177, T439 Unit 3: T336, T338, T350 Unit 4: T258, T269 Unit 6: T416, T417, T418, T428</p> <p>CCSLH: 2.3.B</p>
<p>9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>Unit 4: T249, T335, T419</p> <p>CCSLH: 2.3.C</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Unit 2: T52-T57, T66-T69, T220-T225, T234-T237, T402-T407, T416-T421 Unit 3: T266-T267, T306-T309, T318-T323 Unit 4: T52-T57, T64-T69, T230-T233, T242-T245, T402-T405, T414-T415 Unit 6: T54-T55, T62-T63, T206-T209, T218-T221, T386-T391, T400-T403</p> <p>Reading selections in the Grade 2 Student Anthology and Leveled Readers in SRA <i>Imagine It!</i> fall within the recommended Lexile range 450-790 required by the Common Core State Standards for grades 2-3.</p>

Reading Standards: Foundational Skills

Phonics and Word Recognition

<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Unit 1: GS14-GS15, GS24-GS25, GS30-GS31, GS48-GS49, GS56-GS57, T26-T27, T114-T115, T150-T153, T200-T201, T234-T235, T284-T285, T316-T317</p> <p>Unit 2: T26-T27, T62-T63, T122-T123, T158-T159, T246-T247, T298-T299</p> <p>Unit 3: T26-T27, T64-T65, T128-T129, T164-T165, T216-T217, T248-T249, T296-T297, T332-T333, T384-T385</p> <p>Unit 4: T26-T27, T124-T125, T218-T219, T254-T255, T302-T303, T340-T341</p> <p>Unit 5: T26-T27, T60-T61, T146-T147, T194-T195, T216-T217, T230-T231, T278-T279, T370-T371</p> <p>Unit 6: T26-T27, T44-T45, T146-T147, T230-T231, T278-T279, T320-T321</p> <p>CCSLH: 3.1.A, 3.1.B</p>
<p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p>Unit 1: GS14-GS15, GS24-GS25, GS30-GS31, GS48-GS49, GS56-GS57, T26-T27, T114-T115, T200-T201, T284-T285</p> <p>Unit 2: T26-T27, T62-T63, T122-T123</p> <p>Unit 3: T26-T27, T128-T129, T164-T165, T216-T217</p> <p>CCSLH: 3.1.A</p>
<p>b. Know spelling-sound correspondences for additional common vowel teams.</p>	<p>Unit 2: T26-T27, T122-T123, T246-T247, T298-T299</p> <p>Unit 3: T64-T65, T128-T129, T248-T249, T296-T297</p> <p>Unit 4: T26-T27, T124-T125, T218-T219, T302-T303</p> <p>Unit 5: T26-T27, T278-T279, T370-T371</p> <p>Unit 6: T278-T279</p> <p>CCSLH: 3.1.A</p>

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<p>c. Decode regularly spelled two-syllable words with long vowels.</p>	<p>Unit 1: T26-T29, T150-T153, T234-T235, T284-T287, T316-T317 Unit 2: T62-T63, T158-T159, T298-T299 Unit 3: T128-T129, T248-T251, T296-T297, T332-T335, T384-T385</p> <p>CCSLH: 3.1.A</p>
<p>d. Decode words with common prefixes and suffixes.</p>	<p>Unit 4: T254-T255, T340-T341 Unit 5: T60-T61, T146-T147, T230-T231 Unit 6: T146-T147, T230-T231, T320-T321</p> <p>CCSLH: 3.1.A</p>
<p>e. Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>Unit 5: T194-T195, T216-T217 Unit 6: T26-T27, T44-T45</p> <p>CCSLH: 3.1.A</p>
<p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Unit 1: T152-T153, T286-T287 Unit 2: T392-T393 Unit 3: T28-T29, T476-T477 Unit 4: T220-T221 Unit 5: T196-T197 Unit 6: T110-T111</p> <p>CCSLH: 3.1.B</p>

Fluency

<p>4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Unit 1: T119, T143, T169, T203, T227, T253, T290-T291, T309, T321, T363, T364-T365, T403, T413 Unit 2: T45, T46-T47, T91, T126-T127, T169, T213, T239, T267, T331, T359, T395, T423 Unit 3: T48-T49, T75, T131, T175, T185, T219, T241, T265, T300-T301, T341, T387, T439, T453 Unit 4: T45, T46-T47, T91, T159, T175, T223, T224-T225, T261, T307, T333, T431, T439 Unit 5: T47, T77, T79, T199, T237, T247, T283, T311, T327, T339, T407 Unit 6: T47, T77, T115, T139, T223, T247, T313, T331, T379, T431 CCSLH: 3.2.A</p>
<p>a. Read on-level text with purpose and understanding.</p>	<p>Unit 1: T119, T169, T203, T253, T363, T413 Unit 2: T45, T213, T267, T359, T395 Unit 3: T131, T185, T219, T265, T387, T453 Unit 4: T45, T91, T223, T307, T439 Unit 5: T47, T77, T199, T247, T283, T339 Unit 6: T47, T77, T115, T247, T379, T431 CCSLH: 3.2.A</p>
<p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Unit 1: T143, T227, T321, T403 Unit 2: T91, T169, T239, T331 Unit 3: T75, T241, T341, T439 Unit 4: T159, T175, T261, T333 Unit 5: T79, T237, T311, T327, T407 Unit 6: T139, T223, T313, T331 CCSLH: 3.2.A</p>

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c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit 1: T290-T291, T309, T364-T365

Unit 2: T46-T47, T126-T127, T423

Unit 3: T48-T49, T175, T300-T301

Unit 4: T46-T47, T224-T225, T431

Unit 5: T200-T201

Unit 6: T48-T49, T79, T116-T117

CCSLH: 3.2.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. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>Unit 3: T422-T423, T440, T456-T457, T464, T474-T475, T486-T487 Unit 4: T144-T145, T162-T163, T176, T192-T193, T200, T236-T237, T250, T262-T263, T276-T277, T284 CCSLH: 4.1.A</p>
<p>2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Unit 2: T410-T411, T456-T457, T464, T474-T475, T488-T489 Unit 4: T38-T39, T58-T59, T74, T106 Unit 6: T394-T395, T408-T409, T434-T435, T452-T453, T458 CCSLH: 4.1.B</p>
<p>3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>Unit 1: T376-T377, T404, T416-T417, T434-T435, T448-T449 Unit 4: T320-T321, T348-T349, T364, T372 Unit 6: T300-T301, T332, T348-T349, T356 CCSLH: 4.1.C</p>

Production and Distribution of Writing

<p>4. (Begins in grade 3)</p>	
<p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>Unit 1: T258-T259, T334-T335, T390-T391, T434, T440 Unit 2: T96-T97, T184-T185, T272-T273, T364-T365, T410-T411 Unit 3: T270-T271, T358-T359, T474-T475, T480-T481 Unit 4: T98-T99, T192-T193, T276-T277, T460-T461, T466 Unit 5: T84-T85, T252-T253, T344-T345, T460-T461, T466-T467 Unit 6: T84-T85, T168-T169, T348-T349, T452-T453, T458 CCSLH: 4.2.A</p>

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

Unit 2: T426-T427, T488
Unit 4: T474
Unit 5: T176
Unit 6: T422

CCSLH: 4.2.A

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Unit 1: T36-T37, T214-T215, T256-T257, T298-T299, T374-T375, T432-T433
Unit 2: T36-T37, T226-T227, T270-T271, T316-T317, T408-T409, T472-T473
Unit 3: T38-T39, T230-T231, T310-T311, T402-T403, T472-T473
Unit 4: T36-T37, T190-T191, T234-T235, T318-T319, T406-T407, T458-T459
Unit 5: T38-T39, T210-T211, T296-T297, T390-T391, T458-T459
Unit 6: T38-T39, T126-T127, T210-T211, T298-T299, T392-T393, T450-T451

CCSLH: 4.3.A

8. Recall information from experiences or gather information from provided sources to answer a question.

Unit 1: T86-T87, T130-T131, T298-T299, T332-T333
Unit 2: T36-T37, T316-T317, T362-T363
Unit 3: T38-T39, T310-T311, T356-T357
Unit 4: T318-T319, T362-T363
Unit 5: T82-T83, T296-T297, T342-T343
Unit 6: T298-T299, T346-T347

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 *grade 2 topics and texts* with peers and adults in small and larger groups.

Unit 1: T36-T37, T214-T215, T256-T257, T298-T299, T374-T375, T432-T433

Unit 2: T36-T37, T226-T227, T270-T271, T316-T317, T408-T409, T472-T473

Unit 3: T38-T39, T230-T231, T310-T311, T402-T403, T472-T473

Unit 4: T36-T37, T190-T191, T234-T235, T318-T319, T406-T407, T458-T459

Unit 5: T38-T39, T210-T211, T296-T297, T390-T391, T458-T459

Unit 6: T38-T39, T126-T127, T210-T211, T298-T299, T392-T393, T450-T451

CCSLH: 5.1.A

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a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Unit 1: GS12, GS22, GS38, T66, T226
Unit 2: T150, T238, T330, T422
Unit 3: T74, T156, T240, T324, T418
Unit 4: T70, T158, T246, T332, T416
Unit 5: T64, T138, T222, T310, T406
Unit 6: T64, T138, T222, T312, T404

CCSLH: 5.1.A

b. Build on others' talk in conversations by linking their comments to the remarks of others.

Unit 1: GS12, GS22
Unit 2: T150, T238, T367
Unit 3: T74, T156, T324
Unit 4: T70, T158, T332, T367
Unit 5: T64, T138, T222
Unit 6: T64, T222, T312

CCSLH: 5.1.A

c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Unit 1: GS12, GS22
Unit 2: T473
Unit 3: T473
Unit 4: T367, T459
Unit 6: T351

CCSLH: 5.1.A

2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Unit 1: GS12, T35, T226, T337, T386
Unit 2: T35, T70
Unit 3: T2-T3, T36, T74, T240
Unit 4: T35, T70, T332
Unit 5: T37, T64, T310, T347
Unit 6: T2-T3, T36, T64, T87, T222, T255, T424

CCSLH: 5.1.B

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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.

Unit 1: GS12, GS22
Unit 2: T473
Unit 3: T473
Unit 4: T367, T459
Unit 6: T351

CCSLH: 5.1.C

Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Unit 1: T105, T112, T184
Unit 3: T105, T112
Unit 5: T171, T445

CCSLH: 5.2.A, 5.2.B

5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Unit 1: T342
Unit 2: T104, T192, T488
Unit 4: T474
Unit 5: T176, T260
Unit 6: T176

CCSLH: 5.2.C

6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

Unit 3: T80
Unit 4: T367
Unit 6: T87

CCSLH: 5.2.D

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 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

- | | |
|---|--|
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | <p>Unit 2: T60-T61, T74, T77, T96-T97, T173, T336-T337, T351, T364, T428, T429, T445</p> <p>Unit 3 : T342</p> <p>Unit 4 : T424-T425, T437</p> <p>Unit 5: T84-T85, T252-T253, T265, T316-T317, T331, T344-T345, T348-T349, T412-T413</p> <p>Unit 6: T348</p> <p>CCSLH: 6.1.A, 6.1.B, 6.1.C, 6.1.D, 6.1.E, 6.1.F</p> |
| a. Use collective nouns (e.g., <i>group</i>). | CCSLH: 6.1.B |

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<p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>	<p>Unit 2: T428-T429, T445 Unit 4: T424-T425, T437</p> <p>CCSLH: 6.1.B</p>
<p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p>	<p>CCSLH: 6.1.D</p>
<p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p>	<p>Unit 5: T412-T413</p> <p>CCSLH: 6.1.C</p>
<p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>Unit 2: T74, T336-T337, T351, T364 Unit 5: T84-T85, T316-T317, T331, T344-T345 Unit 6: T348</p> <p>CCSLH: 6.1.E</p>
<p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	<p>Unit 2: T60-T61, T77, T96-T97, T173 Unit 3: T342 Unit 4: T252-T253, T265, T348-T349</p> <p>CCSLH: 6.1.A</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Unit 1: T71, T161, T245, T323, T405 Unit 2: T75, T171, T244-T245, T259, T261, T349, T443 Unit 3: T79, T177, T259, T343, T424-T425, T441, T442-T443 Unit 4: T75, T177, T164-T165, T178-T179, T264, T350, T433 Unit 5: T58-T59, T69, T70, T155, T240, T329, T427 Unit 6: T40</p> <p>CCSLH: 6.1.G, 6.1.H, 6.1.I</p>
<p>a. Capitalize holidays, product names, and geographic names.</p>	<p>Unit 2: T244-T245, T261</p> <p>CCSLH: 6.1.G</p>

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<p>b. Use commas in greetings and closings of letters.</p>	<p>Unit 5: T58-T59, T70 Unit 6: T40 CCSLH: 6.1.H</p>
<p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p>Unit 3: T424-T425, T442-T443 Unit 4: T164-T165, T178-T179 Unit 6: T319 CCSLH: 6.1.H</p>
<p>d. Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil).</p>	<p>Unit 1: T71, T161, T245, T323, T405 Unit 2: T75, T171, T259, T349, T443 Unit 3: T79, T177, T259, T343, T441 Unit 4: T75, T177, T264, T350, T433 Unit 5: T69, T155, T240, T329, T427 Unit 6: T69, T155, T239, T333, T423 CCSLH: 6.1.I</p>
<p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>CCSLH: 6.1.I</p>
<p>Knowledge of Language</p>	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Unit 2: T187, T367 Unit 4: T367 Unit 5: T458 Unit 6: T351 CCSLH: 6.2.A</p>
<p>a. Compare formal and informal uses of English.</p>	<p>Unit 2: T187, T367 Unit 4: T367 Unit 5: T458 Unit 6: T351 CCSLH: 6.2.A</p>

Vocabulary Acquisition and Use

<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p>	<p>Unit 1: T290-T291, T364-T365, T406-T407, T418, T426 Unit 2: T46-T47, T126-T127 Unit 3: T48-T49, T300-T301, T388-T389 Unit 4: T46-T47, T166-T167, T181, T224-T225, T254-T255, T267, T340-T341, T353, T397 Unit 5: T173, T200-T201, T330, T346, T349, T354, T414-T415, T431, T447 Unit 6: T48-T49, T60-T61, T73, T116-T117, T146-T147, T159, T412-T413, T427</p> <p>CCSLH: 6.3.A, 6.3.B, 6.3.C, 6.3.D, 6.3.E</p>
<p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Unit 1: T290-T291, T364-T365 Unit 2: T46-T47, T126-T127 Unit 3: T48-T49, T300-T301, T388-T389 Unit 4: T46-T47, T224-T225 Unit 5: T200-T201 Unit 6: T48-T49, T116-T117</p> <p>CCSLH: 6.3.B</p>
<p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</p>	<p>Unit 4: T254-T255, T267, T340-T341, T353, T397 Unit 6: T146-T147, T159</p> <p>CCSLH: 6.3.C</p>
<p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</p>	<p>Unit 5: T414-T415, T431 Unit 6: T412-T413, T427</p> <p>CCSLH: 6.3.C</p>
<p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p>	<p>Unit 4: T166-T167, T181 Unit 6: T60-T61, T73</p> <p>CCSLH: 6.3.D</p>

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<p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>Unit 1: T406-T407, T418, T426 Unit 5: T173, T330, T346, T349, T354, T447</p> <p>CCSLH: 6.3.E</p>
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>Unit 1: T47, T121, T205 Unit 2: T47, T127, T215 Unit 3: T49, T221, T389 Unit 6: T49, T117</p> <p>CCSLH: 6.3.F</p>
<p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p>	<p>Unit 1: T47, T121, T205 Unit 2: T47, T127, T215 Unit 3: T49, T221, T389 Unit 6: T49, T117</p> <p>CCSLH: 6.3.F</p>
<p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p>	<p>CCSLH: 6.3.F</p>
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>Unit 1: T30, T46-T47, T66, T120-T121, T142, T144-T145 Unit 2: T28, T126-T127, T150, T152-T153, T304-T305 Unit 3: T30, T48-T49, T74, T76-T77, T388-T389 Unit 4: T30, T46-T47, T70, T72-T73, 308-T309 Unit 5: T30, T116-T117, T200-T201, T222, T224-T225 Unit 6: T30, T48-T49, T116-T117, T138, T140-T141</p> <p>CCSLH: 6.3.G</p>

Notes

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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

CCSLH
Common Core State Standards Literacy eHandbook

Reading Standards for Literature

Key Ideas and Details

<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Unit 1: T52-T53, T63, T64, T129, T130-T131, T140, T142, T158, T297, T298-T299, T308 Unit 2: T128-T129, T284, T286-T287, T297, T298 Unit 6: T359, T360-T361, T370-T371</p> <p>CCSLH: 1.1.A</p>
<p>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>Unit 1: T66, T120, T144, T146, T169, T180-T181, T228 Unit 2: T140, T300, T386, T413 Unit 3: T138, T222, T378 Unit 4: T114, T138, T140-T141, T163, T174-T175 Unit 5: T64, T292, T376 Unit 6: T62, T136, T294, T374</p> <p>CCSLH: 1.1.B, 1.1.C</p>
<p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>Unit 1: T68, T81, T83, T146, T155, T156, T166, T168, T169, T253 Unit 2: T139, T142, T388, T413 Unit 3: T148, T221, T224, T245, T311, T401 Unit 4: T123, T149, T161, T163 Unit 5: T317, T360, T363, T374, T378 Unit 6: T51, T61, T73, T77, T397, T399</p> <p>CCSLH: 1.1.D</p>

Craft and Structure

<p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>Unit 1: T55, T65, T77, T81, T131, T143 Unit 2: T129, T138, T150, T151, T372, T385 Unit 3: T209, T220, T233, T243, T245, T364 Unit 4: T124, T137, T149, T150, T161 Unit 5: T53, T63, T79, T279, T304, T315 Unit 6: T52, T61, T73, T74, T122, T135, T372</p> <p>CCSLH: 1.2.A, 1.2.B</p>
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<p>5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p>Unit 1: T36, T54, T66, T120, T124, T126, T440-T441 Unit 2: T313, T436-T439 Unit 3: T243, T424-T427 Unit 4: T424-T427 Unit 5: T75, T79, T336, T380, T426-T429 Unit 6: T75, T422-T425</p> <p>CCSLH: 1.2.C, 1.2.D, 1.2.E</p>
<p>6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>CCSLH: 1.2.F</p>
<p>Integration of Knowledge and Ideas</p>	
<p>7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>Unit 1: T345 Unit 3: T162 Unit 5: T359</p> <p>CCSLH: 1.3.A</p>
<p>8. (Not applicable to literature)</p>	
<p>9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>CCSLH: 1.3.B</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>Unit 1: T76-T83, T154-T157, T166-T169, T440-T441 Unit 2: T150-T151, T160-T161, T436-T439 Unit 3: T232-T233, T242-T245, T388-T389, T389-T401, T424-T427 Unit 4: T148-T151, T160-T163, T424-T427 Unit 5: T74-T81, T302-T305, T314-T317, T426-T429 Unit 6: T72-T77, T146-T149, T158-T161, T422-T425</p> <p>Reading selections in the Grade 3 Student Anthology and Leveled Readers in SRA <i>Imagine It!</i> fall within the recommended Lexile range 450-790 required by the Common Core State Standards for grades 2-3.</p>

Reading Standards for Informational Text

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Unit 2: T52, T54, T62, T64 Unit 4: T282-T283, T285, T294 CCSLH: 2.1.A
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	Unit 1: T312, T404, T406, T414-T416 Unit 2: T66, T218 Unit 3: T62, T138, T222, T300 Unit 4: T64, T218, T296, T308, T376 Unit 5: T136, T212 Unit 6: T216 CCSLH: 2.1.B
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Unit 1: T434-T435 Unit 2: T86-T87 Unit 3: T148, T150, T152, T154, T162, T164 Unit 4: T82-T83, T204-T207, T216-T217, T228-T231, T240-T241 Unit 5: T224 Unit 6: T162-T163 CCSLH: 2.1.C, 2.1.D, 2.1.E

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	Unit 1: T381, T392, T405 Unit 2: T52, T65, T78, T205, T217, T229 Unit 3: T73, T74, T288, T299, T311, T321 Unit 4: T52, T63, T75-T77, T206, T217, T229 Unit 5: T124, T135, T147, T157, T201, T211 Unit 6: T201, T215, T227, T228, T239 CCSLH: 2.2.A, 2.2.B
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<p>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>Unit 1: T86, T170, T338 Unit 2: T86, T242 Unit 3: T78, T166, T322, T418 Unit 4: T82, T242, T320, T418 Unit 5: T70, T84, T158, T318 Unit 6: T162, T240, T318, T416</p> <p>CCSLH: 2.2.C</p>
<p>6. Distinguish their own point of view from that of the author of a text.</p>	<p>CCSLH: 2.2.D</p>
<i>Integration of Knowledge and Ideas</i>	
<p>7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>Unit 1: T63, T83, T169, T253, T337, T417 Unit 2: T83, T161, T162, T241, T325, T326, T413, T430 Unit 3: T75, T164, T165, T245, T246, T321 Unit 4: T79, T163, T164, T229, T241, T319 Unit 5: T81, T84, T157, T199, T225, T235, T305, T420 Unit 6: T77, T161, T239, T317</p> <p>CCSLH: 2.3.A</p>
<p>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>Unit 2: T78, T80, T82 Unit 3: T148, T150, T152, T154, T162, T164 Unit 4: T204-T207, T216-T217, T228-T231, T240-T241 Unit 5: T224</p> <p>CCSLH: 2.3.B</p>
<p>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>CCSLH: 2.3.C</p>

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Unit 1: T76-T83, T86-T87, T170-T171, T254-T255, T404-T405
Unit 2: T86-T87, T162-T163, T228-T231, T240-T241, T242-T243
Unit 3: T78-T79, T166-T167, T310-T311
Unit 4: T74-T79, T82-T83, T164-T165
Unit 5: T146-T147, T156-T157, T158-T159
Unit 6: T226-T229, T238-T239, T240-T241

Reading selections in the Grade 3 Student Anthology and Leveled Readers in SRA *Imagine It!* fall within the recommended Lexile range 450-790 required by the Common Core State Standards for grades 2-3.

Reading Standards: Foundational Skills**Phonics and Word Recognition**

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

Unit 1: T117, T138, T152, T165, T201, T285
Unit 2: T26, T41, T42, T60, T117, T149, T159, T170
Unit 3: T58, T109, T132, T58, T73, T112, T146, T161, T197
Unit 4: T26-T27, T41, T58-T59, T73, T112-T113, T194-T195
Unit 5: T26-T27, T41, T58-T59, T73, T114-T115, T188
Unit 6: T26, T41, T58, T110, T131, T192, T270-T271, T291, T302-T303, T315, T348-T349, T369

CCSLH: 3.1.A

a. Identify and know the meaning of the most common prefixes and derivational suffixes.

Unit 4: T26-T27, T41, T58-T59, T73, T112-T113, T194-T195
Unit 5: T26-T27, T41, T58-T59, T73, T114-T115
Unit 6: T270-T271, T291, T302-T303, T315, T348-T349, T369

CCSLH: 3.1.A

b. Decode words with common Latin suffixes.

CCSLH: 3.1.A

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c. Decode multisyllable words.

Unit 1: T117, T138, T152, T165, T201, T285
Unit 2: T42, T60, T117, T149, T159
Unit 3: T58, T109, T132, T146, T161, T197
Unit 4: T26, T41, T58, T73, T112, T194
Unit 5: T26, T41, T58, T73, T114, T188
Unit 6: T26, T41, T58, T110, T131, T192

CCSLH: 3.1.A

d. Read grade-appropriate irregularly spelled words.

Unit 2: T149, T159, T170

CCSLH: 3.1.A

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

Unit 1: T26, T85, T159, T243, T327, T407, T440
Unit 2: T26, T85, T153, T233, T315, T403, T436, T438
Unit 3: T26, T77, T155, T235, T313, T391, T424, T426-T427
Unit 4: T26, T81, T153, T233, T311, T391, T424, T426
Unit 5: T26, T83, T149, T227, T307, T393, T426-T427, T428
Unit 6: T26, T79, T151, T231, T309, T389, T422, T424

CCSLH: 3.2.A

a. Read on-level text with purpose and understanding.

Unit 1: T85, T159, T243, T327, T407
Unit 2: T85, T153, T233, T315, T403
Unit 3: T77, T155, T235, T313, T391
Unit 4: T81, T153, T233, T311, T391
Unit 5: T83, T149, T227, T307, T393
Unit 6: T79, T151, T231, T309, T389

CCSLH: 3.2.A

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b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Unit 1: T85, T159, T243, T327, T407, T440
Unit 2: T85, T153, T233, T315, T403, T436, T438
Unit 3: T77, T155, T235, T313, T391, T424, T426-T427
Unit 4: T81, T153, T233, T311, T391, T424, T426
Unit 5: T83, T149, T227, T307, T393, T426-T427, T428
Unit 6: T79, T151, T231, T309, T389, T422, T424

CCSLH: 3.2.A

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit 1: T26
Unit 2: T26
Unit 3: T26
Unit 4: T26
Unit 5: T26

CCSLH: 3.2.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. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>Unit 2: T132-T133, T144, T424 Unit 6: T286-T287</p> <p>CCSLH: 4.1.A</p>
<p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p>	<p>Unit 2: T132-T133, T144 Unit 6: T286-T287</p> <p>CCSLH: 4.1.A</p>
<p>b. Provide reasons that support the opinion.</p>	<p>Unit 2: T132-T133 Unit 6: T286-T287</p> <p>CCSLH: 4.1.A</p>
<p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p>	<p>Unit 2: T424</p> <p>CCSLH: 4.1.A</p>
<p>d. Provide a concluding statement or section.</p>	<p>Unit 2: T144 Unit 6: T286-T287</p> <p>CCSLH: 4.1.A</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Unit 1: T38-T39, T70, T210-T211, T404 Unit 2: T234, T376-T377, T424, T434 Unit 3: T128-T129 Unit 5: T282-T283, T296, T300, T308</p> <p>CCSLH: 4.1.B</p>

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<p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	<p>Unit 1: T38-T39, T70, T210-T211 Unit 2: T234, T376-T377 Unit 3: T128-T129 Unit 5: T282-T283, T296, T300</p> <p>CCSLH: 4.1.B</p>
<p>b. Develop the topic with facts, definitions, and details.</p>	<p>Unit 1: T38-T39 Unit 2: T424, T376-T377, T390-T391 Unit 3: T128-T129 Unit 5: T308</p> <p>CCSLH: 4.1.B</p>
<p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p>	<p>Unit 2: T234, T424, T434 Unit 5: T308</p> <p>CCSLH: 4.1.B</p>
<p>d. Provide a concluding statement or section.</p>	<p>Unit 1: T38-T39, T404 Unit 2: T376-T377 Unit 3: T128-T129</p> <p>CCSLH: 4.1.B</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>Unit 1: T218-T219, T266, T290-T291, T302-T303, T304 Unit 2: T304-T305, T316, T330 Unit 3: T404 Unit 4: T128-T129, T142, T154</p> <p>CCSLH: 4.1.C</p>
<p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>Unit 1: T218-T219, T290-T291 Unit 4: T128-T129</p> <p>CCSLH: 4.1.C</p>

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<p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>	<p>Unit 1: T266, T304 Unit 2: T304-T305, T316, T330 Unit 4: T142, T154</p> <p>CCSLH: 4.1.C</p>
<p>c. Use temporal words and phrases to signal event order.</p>	<p>Unit 1: T302 Unit 3: T404</p> <p>CCSLH: 4.1.C</p>
<p>d. Provide a sense of closure.</p>	<p>Unit 1: T290-T291, T302-T303 Unit 4: T128-T129</p> <p>CCSLH: 4.1.C</p>
<p><i>Production and Distribution of Writing</i></p>	
<p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Unit 1: T70, T98, T160, T182 Unit 2: T70, T98, T234, T254 Unit 3: T142, T178, T226, T258 Unit 4: T54, T94, T142, T176 Unit 5: T54, T96, T140, T170 Unit 6: T298, T330, T402, T410</p> <p>CCSLH: 4.2.A</p>
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p>	<p>Unit 1: T218-T219, T302, T328 Unit 2: T210-T211, T246 Unit 3: T212-T213, T236, T250 Unit 4: T210, T234, T246 Unit 5: T204, T228, T240 Unit 6: T286-T287, T310, T322</p> <p>CCSLH: 4.2.A</p>

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6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Unit 1: T98, T182, T448
Unit 2: T98, T174, T254, T338
Unit 3: T178, T258
Unit 4: T94, T254
Unit 5: T170, T248, T325, T330, T436
Unit 6: T174, T252, T432-T434

CCSLH: 4.2.A

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge about a topic.

Unit 1: T36-T37, T88-T89, T256-T257
Unit 2: T88-T89, T130-T131, T164-T165
Unit 3: T168-T169, T210-T211, T428-T429
Unit 4: T34-T35, T126-T127, T286-T287
Unit 5: T34-T35, T86-T87, T126-T127
Unit 6: T34-T35, T82-T83, T125-T126

CCSLH: 4.3.A

8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Unit 2: T72, T92, T169, T244-T245, T288-T289, T333
Unit 3: T156, T168, T248-T249, T290-T291, T318, T332
Unit 4: T249, T286-T287, T314, T326
Unit 5: T70, T90

CCSLH: 4.3.A

9. (Begins in grade 4)

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 discipline-specific tasks, purposes, and audiences.

Unit 1: T70, T160, T258-T259
Unit 2: T70, T144, T234, T305-T305, T416
Unit 3: T54-T55, T66, T82-T83, T142-T143, T226-T227
Unit 4: T54, T142, T222, T380, T392, T405, T422-T423
Unit 5: T54, T140, T216, T296, T406
Unit 6: T54, T140, T220, T298, T410

CCSLH: 4.1.A, 4.1.B, 4.1.C, 4.3.A, 4.4.A

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. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

Unit 1: T66, T144, T228, T312, T394**Unit 2:** T66, T140, T218, T300, T386**Unit 3:** T62, T138, T222, T300, T378**Unit 4:** T64, T138, T218, T296, T376**Unit 5:** T64, T136, T212, T292, T376**Unit 6:** T62, T136, T216, T294, T374**CCSLH:** 5.1.A

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a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Unit 1: T66, T144, T228, T312, T394
Unit 2: T66, T140, T218, T300, T386
Unit 3: T62, T138, T222, T300, T378
Unit 4: T64, T138, T218, T296, T376
Unit 5: T64, T136, T212, T292, T376
Unit 6: T62, T136, T216, T294, T374

CCSLH: 5.1.A

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Unit 1: T66, T144, T228, T312, T394
Unit 2: T66, T140, T218, T300, T386
Unit 3: T62, T138, T222, T300, T378
Unit 4: T64, T138, T218, T296, T376
Unit 5: T64, T136, T212, T292, T376
Unit 6: T62, T136, T216, T294, T374

CCSLH: 5.1.A

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Unit 1: T66, T144, T228, T312, T394
Unit 2: T66, T140, T218, T300, T386
Unit 3: T62, T138, T222, T300, T378
Unit 4: T64, T138, T218, T296, T376
Unit 5: T64, T136, T212, T292, T376
Unit 6: T62, T136, T216, T294, T374

CCSLH: 5.1.A

d. Explain their own ideas and understanding in light of the discussion.

Unit 1: T66, T144, T228, T312, T394
Unit 2: T66, T140, T218, T300, T386
Unit 3: T62, T138, T222, T300, T378
Unit 4: T64, T138, T218, T296, T376
Unit 5: T64, T136, T212, T292, T376
Unit 6: T62, T136, T216, T294, T374

CCSLH: 5.1.A

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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.

Unit 1: T2, T34, T345
Unit 2: T2, T34
Unit 3: T2, T34
Unit 4: T2, T33
Unit 5: T2, T32
Unit 6: T2, T32

CCSLH: 5.1.B

3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Unit 1: T66, T144, T228, T312, T394
Unit 2: T66, T140, T218, T300, T386
Unit 3: T62, T138, T222, T300, T378
Unit 4: T64, T138, T218, T296, T376
Unit 5: T64, T136, T212, T292, T376
Unit 6: T62, T136, T216, T294, T374

CCSLH: 5.1.C

Presentation of Knowledge and Ideas

4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Unit 1: T177, T350
Unit 2: T169, T254, T338, T419
Unit 3: T434
Unit 4: T89
Unit 5: T330, T409
Unit 6: T325

CCSLH: 5.2.A, 5.2.B, 5.2.C

5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Unit 2: T249, T254
Unit 3: T434
Unit 5: T96, T325, T330, T436

CCSLH: 5.2.D

6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

Unit 1: T177, T261
Unit 5: T243

CCSLH: 5.2.A, 5.2.B, 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 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

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

Unit 1: T58-T59, T73, T150-T151, T163, T318-T319, T331

Unit 2: T146-T147, T157, T392-T393, T407

Unit 3: T56-T57, T69, T144-T145, T159, T230-T231, T241, T308-T309, T319

Unit 3: T144-T145, T159

Unit 4: T224-T225, T237, T382-T383, T395

Unit 5: T298-T299, T311, T382-T383, T397

CCSLH: 6.1.A, 6.1.B, 6.1.C, 6.1.D, 6.1.E, 6.1.F, 6.1.G

Common Core State Standards • Grade 3	Page References
<p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>	<p>Unit 1: T58-T59, T73 Unit 2: T392-T393, T407 Unit 3: T144-T145, T159 Unit 4: T224-T225, T237</p> <p>CCSLH: 6.1.A, 6.1.B, 6.1.C, 6.1.D, 6.1.E, 6.1.F</p>
<p>b. Form and use regular and irregular plural nouns.</p>	<p>Unit 1: T58-T59, T73 Unit 2: T146-T147, T157</p> <p>CCSLH: 6.1.B</p>
<p>c. Use abstract nouns (e.g., <i>childhood</i>).</p>	<p>CCSLH: 6.1.C</p>
<p>d. Form and use regular and irregular verbs.</p>	<p>Unit 1: T150-T151, T163 Unit 5: T298-T299, T311</p> <p>CCSLH: 6.1.C</p>
<p>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p>	<p>Unit 5: T56-T57, T71</p> <p>CCSLH: 6.1.C</p>
<p>f. Ensure subject-verb and pronoun-antecedent agreement.</p>	<p>Unit 4: T382-T383, T395</p> <p>CCSLH: 6.1.C, 6.1.D</p>
<p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>Unit 3: T144-T145, T159, T230-T231, T241, T308-T309, T319</p> <p>CCSLH: 6.1.E, 6.1.F</p>
<p>h. Use coordinating and subordinating conjunctions.</p>	<p>Unit 3: T56-T57, T69</p> <p>CCSLH: 6.1.G</p>

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<p>i. Produce simple, compound, and complex sentences.</p>	<p>Unit 1: T318-T319, T331 Unit 3: T56-T57, T69 Unit 5: T382-T383, T397</p> <p>CCSLH: 6.1.A</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Unit 1: T27, T117, T174-T175, T201, T285, T328, T369, T400-T401, T411 Unit 2: T27, T117, T193, T273, T357, T304-T305, T316, T330-T331 Unit 3: T27, T67, T109, T157, T197, T228-T229, T239, T277, T353 Unit 4: T69, T87, T155, T235, T247 Unit 5: T162-T163, T229, T309</p> <p>CCSLH: 6.1.H, 6.1.I, 6.1.J</p>
<p>a. Capitalize appropriate words in titles.</p>	<p>Unit 3: T228-T229, T239</p> <p>CCSLH: 6.1.H</p>
<p>b. Use commas in addresses.</p>	<p>Unit 1: T174-T175 Unit 5: T162-T163</p> <p>CCSLH: 6.1.I</p>
<p>c. Use commas and quotation marks in dialogue.</p>	<p>Unit 1: T400-T401, T411 Unit 2: T304-T305, T316, T330-T331</p> <p>CCSLH: 6.1.I</p>
<p>d. Form and use possessives.</p>	<p>Unit 2: T58-T59, T73</p> <p>CCSLH: 6.1.I</p>
<p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p>	<p>Unit 1: T27, T117, T201, T285, T369 Unit 2: T27, T117, T193, T273, T357 Unit 3: T27, T109, T197, T277, T353 Unit 4: T69, T87, T155, T235, T247</p> <p>CCSLH: 6.1.J</p>

Common Core State Standards • Grade 3	Page References
<p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>Unit 1: T71, T161, T245 Unit 2: T91 Unit 3: T67, T157, T237, T245 Unit 5: T229, T309</p> <p>CCSLH: 6.1.J</p>
<p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Unit 1: T174, T328</p> <p>CCSLH: 6.1.J</p>
<p>Knowledge of Language</p>	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Unit 1: T177, T261 Unit 4: T89 Unit 5: T243 Unit 6: T325</p> <p>CCSLH: 6.2.A, 6.2.B</p>
<p>a. Choose words and phrases for effect.*</p>	<p>Unit 1: T177 Unit 5: T243 Unit 6: T325</p> <p>CCSLH: 6.2.A</p>
<p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>Unit 1: T261 Unit 4: T89</p> <p>CCSLH: 6.2.B</p>

Vocabulary Acquisition and Use

<p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>Unit 1: T46-T47, T122-T123, T162, T176, T206-T207 Unit 2: T46-T47, T278-T279, T362-T363 Unit 3: T158, T202-T203, T238, T282-T283, T358-T359 Unit 4: T26-T27, T44-T45, T58-T59, T116-T117, T194-T195, T198-T199, T226-T227, T272-T273, T293, T304-T305, T317 Unit 5: T44-T45, T114-T115, T133, T144-T145, T155, T192-T193 Unit 6: T114-T115, T196-T197</p> <p>CCSLH: 6.3.A, 6.3.B, 6.3.C</p>
<p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Unit 1: T46-T47, T122-T123, T206-T207 Unit 2: T46-T47, T278-T279, T362-T363 Unit 3: T202-T203, T282-T283, T358-T359 Unit 4: T44-T45, T116-T117, T198-T199 Unit 5: T44-T45, T192-T193 Unit 6: T114-T115, T196-T197</p> <p>CCSLH: 6.3.B</p>
<p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p>	<p>Unit 4: T26-T27, T58-T59, T194-T195, T226-T227 Unit 5: T114-T115, T133, T144-T145, T155</p> <p>CCSLH: 6.3.C</p>
<p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p>	<p>Unit 4: T272-T273, T293, T304-T305, T317</p> <p>CCSLH: 6.3.C</p>
<p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>Unit 1: T162, T176 Unit 3: T158, T238 Unit 4: T317</p> <p>CCSLH: 6.3.D</p>

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5. Demonstrate understanding of word relationships and nuances in word meanings.

Unit 1: T47, T75, T122, T206, T291, T375, T413
Unit 2: T47, T122, T199
Unit 3: T114, T202, T283, T359
Unit 4: T45, T116, T199, T276
Unit 5: T45, T119, T193, T270, T353
Unit 6: T45, T115, T197, T372

CCSLH: 6.3.E, 6.3.F

a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

Unit 6: T372

CCSLH: 6.3.E

b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

Unit 1: T47, T122, T206, T291, T375
Unit 2: T47, T122, T199
Unit 3: T114, T202, T283, T359
Unit 4: T45, T116, T199, T276
Unit 5: T45, T119, T193, T270, T353
Unit 6: T45, T115, T197

CCSLH: 6.3.F

c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

Unit 1: T75, T413

CCSLH: 6.3.F

6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Unit 1: T46-T47, T122, T155, T156, T166, T168, T206, T291, T375
Unit 2: T46-T47, T122, T198-T199, T419
Unit 3: T114-T115, T148, T150, T152, T154, T202, T282-T283, T359
Unit 4: T44-T45, T116, T198-T199, T276
Unit 5: T44-T45, T119, T193, T270, T353
Unit 6: T44-T45, T115, T197

CCSLH: 6.3.G

Common Core State Standards • GRADE 4

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

CCSLH

Common Core State Standards Literacy eHandbook

Reading Standards for Literature

Key Ideas and Details

<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Unit 1: 24, 55, 59, 83, 101, 103 Unit 2: 223 Unit 4: 396, 397, 398, 403 Unit 5: 487, 489, 491A, 547, 551 Unit 6: 573, 577, 579, 597</p> <p>CCSLH: 1.1.A</p>
<p>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>Unit 1: 24, 76, 98, 115 Unit 4: 398, 404 Unit 5: 480, 484, 488, 544, 548, 550 Unit 6: 642, 646</p> <p>CCSLH: 1.1.B, 1.1.C</p>
<p>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p>Unit 1: 27, 33, 75, 77, 97, 101 Unit 4: 398, 404, 405, 407, 409 Unit 5: 483, 549 Unit 6: 575, 591, 595, 597, 609</p> <p>CCSLH: 1.1.D, 1.1.E, 1.1.F</p>

Craft and Structure

<p>4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p>Unit 1: 20, 86, 106 Unit 2: 133, 150 Unit 3: 236, 262, 282, 299, 321 Unit 4: 372, 388, 412, 418 Unit 5: 464, 476, 494, 514 Unit 6: 566, 584, 602, 606, 618</p> <p>CCSLH: 1.2.A, 1.2.B</p>
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5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Unit 1: 88A, 93, 95, 97, 103B, 105H
Unit 2: 208A, 228
Unit 3: 340, 342
Unit 4: 390A, 413A, 454, 456
Unit 5: 478A, 542A, 556, 558
Unit 6: 568A, 586A, 604A, 620A, 658

CCSLH: 1.2.C

6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Unit 1: 25, 29, 31, 39A
Unit 6: 593, 599A, 647

CCSLH: 1.2.D

Integration of Knowledge and Ideas

7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Unit 1: 85M
Unit 2: 218
Unit 6: 638

CCSLH: 1.3.A

8. (Not applicable to literature)

9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Unit 1: 50, 83, 103, 117
Unit 2: 223
Unit 4: 415
Unit 5: 553
Unit 6: 599, 615, 629, 655

CCSLH: 1.3.B

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit 1: 22, 68, 88, 108, 120-125
Unit 2: 208, 226-229
Unit 3: 340-343
Unit 4: 390, 454-457
Unit 5: 478, 542, 556-559
Unit 6: 568, 586, 604, 620, 634, 658-661

Reading selections in the Grade 4 Student Anthology and Leveled Readers in SRA *Imagine It!* fall within the recommended Lexile range 770–980 required by the Common Core State Standards for grades 4–5.

Reading Standards for Informational Text**Key Ideas and Details**

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Unit 1: 49, 53, 85, 104
Unit 2: 147, 149, 159, 165A, 175, 187A
Unit 3: 259, 267, 271, 273, 279A, 295
Unit 4: 367, 382, 427, 431, 435, 451
Unit 5: 471, 519, 529, 533, 537, 537A
Unit 6: 657

CCSLH: 2.1.A

2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Unit 2: 148, 159, 165A, 172, 176, 196
Unit 3: 240, 241, 243, 248, 253, 276
Unit 4: 356, 376, 385A, 387F, 427, 435A
Unit 5: 470, 500, 502, 504, 522, 524

CCSLH: 2.1.B, 2.1.C

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3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Unit 1: 41, 49, 63, 85, 105, 119
Unit 2: 157, 159, 166, 183, 224
Unit 3: 244, 247, 253, 302, 312, 324
Unit 4: 356, 362, 370, 376, 427, 436
Unit 5: 468, 470, 500, 504, 511A
Unit 6: 631, 656-657

CCSLH: 2.1.D, 2.1.E, 2.1.F

Craft and Structure

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

Unit 2: 132, 149M, 150, 190, 206, 224
Unit 3: 236, 262, 282, 320
Unit 4: 350, 372, 418, 438
Unit 5: 464, 514
Unit 6: 632

CCSLH: 2.2.A, 2.2.B

5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Unit 1: 84
Unit 2: 137, 145, 147A, 181, 183
Unit 3: 243, 249, 257, 259A, 331, 333
Unit 4: 359, 363, 365, 379, 381, 445
Unit 5: 499, 509, 511A, 531

CCSLH: 2.2.C

6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

CCSLH: 2.2.D

Integration of Knowledge and Ideas

<p>7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>Unit 1: 40, 64, 104, 118 Unit 2: 166, 204, 224 Unit 3: 260, 280, 296, 338 Unit 4: 370, 386, 436 Unit 5: 474, 492, 538 Unit 6: 582, 630</p> <p>CCSLH: 2.3.A</p>
<p>8. Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>Unit 1: 49 Unit 3: 251, 255, 335 Unit 4: 367, 383, 429 Unit 5: 471, 501, 507, 521, 527, 531</p> <p>CCSLH: 2.3.B</p>
<p>9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Unit 1: 63, 103 Unit 3: 260, 295, 337 Unit 4: 385, 415, 451 Unit 5: 511</p> <p>CCSLH: 2.3.C</p>

Range of Reading and Level of Text Complexity

<p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Unit 1: 40, 44, 64, 84, 104 Unit 2: 134, 148, 152, 170, 192 Unit 3: 238, 264, 284, 296, 300, 322 Unit 4: 352, 374, 378, 382, 440, 452 Unit 5: 466, 496, 512, 516, 538 Unit 6: 582, 600, 630, 656</p> <p>Reading selections in the Grade 4 Student Anthology and Leveled Readers in <i>SRA Imagine It!</i> fall within the recommended Lexile range 770–980 required by the Common Core State Standards for grades 4–5.</p>
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Reading Standards: Foundational Skills

Phonics and Word Recognition

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

Unit 1: 20R, 41I, 42O, 42P, 66O, 86
Unit 2: 132P, 132Q, 149J, 150O, 150Q, 206P
Unit 3: 236P, 282Q, 298Q
Unit 4: 350Q, 372Q, 372R, 388O, 418R
Unit 5: 464P, 464Q, 475J, 476P, 476Q, 493J, 514R

CCSLH: 3.1.A

a. 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.

Unit 1: 20R, 41I, 42O, 42P, 66O, 86
Unit 2: 132P, 132Q, 149J, 150O, 150Q, 206P
Unit 3: 236P, 282Q, 298Q
Unit 4: 350Q, 372Q, 372R, 388O, 418R
Unit 5: 464P, 464Q, 475J, 476P, 476Q, 493J, 514R

CCSLH: 3.1.A

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

Unit 1: 37B, 39B, 61B, 81B, 83B, 101B, 120
Unit 2: 145B, 147B, 163B, 201B, 203B, 223B, 226, 228
Unit 3: 257B, 277B, 279B, 317B, 340, 343
Unit 4: 367B, 369A, 369B, 385B, 412, 413B, 415B, 452, 454
Unit 5: 471B, 473B, 489B, 511B, 535B, 537B, 551B, 553B, 556, 559
Unit 6: 579B, 581B, 597B, 599B, 613B, 615B, 629B

CCSLH: 3.2.A

a. Read on-level text with purpose and understanding.

Unit 1: 37B, 39B, 61B, 81B, 83B, 101B
Unit 2: 145B, 147B, 201B, 203B, 223B
Unit 3: 257B
Unit 4: 369B, 413B, 415B
Unit 5: 471B, 473B, 489B, 535B, 551B, 553B
Unit 6: 579B, 597B, 615B

CCSLH: 3.2.A

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<p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Unit 1: 37B, 39B, 61B, 81B, 83B, 120 Unit 2: 145B, 147B, 163B, 226, 228 Unit 3: 277B, 279B, 317B, 340, 343 Unit 4: 367B, 369B, 385B, 413B, 415B, 454 Unit 5: 489B, 511B, 535B, 537B, 556, 559 Unit 6: 581B, 597B, 599B, 613B, 615B, 629B</p> <p>CCSLH: 3.2.A</p>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Unit 4: 369A, 412, 452 Unit 5: 553B</p> <p>CCSLH: 3.2.A</p>

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. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>Unit 2: 223H, 223I, 223J Unit 3: 319F, 319G Unit 5: 513G, 513H, 539G</p> <p>CCSLH: 4.1.A</p>
<p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p>	<p>Unit 2: 223H, 223I, 223J Unit 3: 319F, 319G Unit 5: 513G, 513H, 539G</p> <p>CCSLH: 4.1.A</p>
<p>b. Provide reasons that are supported by facts and details.</p>	<p>Unit 2: 223J Unit 3: 319G Unit 5: 513H, 539G</p> <p>CCSLH: 4.1.A</p>
<p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p>	<p>CCSLH: 4.1.A</p>
<p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>Unit 2: 223J Unit 5: 513G</p> <p>CCSLH: 4.1.A</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Unit 1: 85G Unit 2: 147A, 149F, 149G, 167H, 189H, 205G, 225A, 233B Unit 4: 371G, 371H, 387G, 417G, 417H, 437H, 451I, 461A, 461B Unit 5: 475H, 553J, 555A, 563B Unit 6: 657A</p> <p>CCSLH: 4.1.B</p>

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<p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p>Unit 2: 149F, 149G, 189H, 205G, 225A, 233B Unit 4: 371G, 417G, 451I, 461B Unit 5: 475H, 553J, 555A, 563B Unit 6: 657A</p> <p>CCSLH: 4.1.B</p>
<p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>Unit 1: 85G Unit 2: 149F, 189H Unit 4: 387G, 417G, 451I Unit 5: 553J</p> <p>CCSLH: 4.1.B</p>
<p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p>	<p>Unit 2: 147A, 149G, 167H Unit 4: 417H, 437H</p> <p>CCSLH: 4.1.B</p>
<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>Unit 1: 85G Unit 2: 149F Unit 4: 371H, 461A</p> <p>CCSLH: 4.1.B</p>
<p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Unit 2: 189H Unit 4: 437G, 451I</p> <p>CCSLH: 4.1.B</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>Unit 1: 41F, 41H, 65E, 65F, 85G, 105F, 117G, 117H Unit 3: 261F, 337I, 337J, 347A, 347B Unit 5: 493E, 493F, 493G Unit 6: 583F, 601F, 601G</p> <p>CCSLH: 4.1.C</p>

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<p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>Unit 1: 41F, 41H, 65E, 105F, 117G Unit 3: 337I Unit 5: 493E, 493F Unit 6: 583F, 601F</p> <p>CCSLH: 4.1.C</p>
<p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>	<p>Unit 1: 65F Unit 3: 347A, 347B Unit 5: 493G</p> <p>CCSLH: 4.1.C</p>
<p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p>	<p>Unit 1: 85G</p> <p>CCSLH: 4.1.C</p>
<p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>Unit 1: 41H, 65F, 117H Unit 3: 261F, 337J, 347A Unit 6: 583F, 601G</p> <p>CCSLH: 4.1.C</p>
<p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Unit 1: 117G Unit 5: 493F Unit 6: 583F, 601F</p> <p>CCSLH: 4.1.C</p>

Production and Distribution of Writing

<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Unit 1: 65E, 85G, 117I, 129A, 129B Unit 2: 149F, 149G, 167F, 189H, 223A Unit 3: 261F, 319G, 337H Unit 4: 371H, 387G, 417G Unit 5: 475E-475H, 493G, 513E-513H, 553H Unit 6: 583G, 601E, 601G, 617E-617H</p> <p>CCSLH: 4.2.A</p>
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p>	<p>Unit 1: 41E-41F, 65F, 85E-85F, 105F Unit 2: 149F, 149H, 167F, 167H, 205E, 205F Unit 3: 319F, 319H, 337G-337H Unit 4: 371F, 371H, 451G, 451H, 461A Unit 5: 493E, 493H, 513E-513G, 539E-539G Unit 6: 583G, 583H, 601G, 617E, 617F</p> <p>CCSLH: 4.2.A</p>
<p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>Unit 2: 225A, 233B Unit 3: 319H, 339A, 347B Unit 4: 453A, 461B Unit 5: 539H, 553D, 555A, 563B Unit 6: 617G, 617H</p> <p>CCSLH: 4.2.A</p>

Research to Build and Present Knowledge

<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>Unit 1: 41A, 85F, 105A Unit 2: 167B, 189E-189H, 205A-205B Unit 3: 281A-281B Unit 4: 387A-387B, 451G-451J Unit 5: 493A-493B, 539A-539B Unit 6: 601A-601B</p> <p>CCSLH: 4.3.A</p>
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<p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>Unit 1: 41A, 85F, 85H, 85M, 105A Unit 2: 167M, 189F, 189G, 205A, 205B Unit 3: 281M, 319A, 319B Unit 4: 371G, 387F, 417F, 437A, 437B, 451G Unit 5: 539A, 539B, 553D Unit 6: 583M, 631A, 631B</p> <p>CCSLH: 4.3.A</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Unit 1: 41A, 105H Unit 3: 319B Unit 4: 387F, 415A Unit 5: 513E-513H</p> <p>CCSLH: 4.3.B</p>
<p>a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p>	<p>Unit 1: 41A, 105H Unit 4: 415A Unit 5: 513E-513H</p> <p>CCSLH: 4.3.B</p>
<p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>Unit 3: 319B Unit 4: 387F Unit 5: 513E-513H</p> <p>CCSLH: 4.3.B</p>
<p>Range of Writing</p>	
<p>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 discipline-specific tasks, purposes, and audiences.</p>	<p>Unit 1: 39A, 63A, 65E, 85E-85H, 129B Unit 2: 147A, 187A, 189E-189H, 203, 203A Unit 3: 259, 261E-261H, 319E-319H, 337G-337J Unit 4: 371E-371H, 387E-387H, 415, 415A Unit 5: 491A, 513E-513H, 537A, 553G-553J Unit 6: 581A, 583E-583H, 601E-601H, 629B</p> <p>CCSLH: 4.1.A, 4.1.B, 4.1.C, 4.3.A, 4.4.A</p>

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

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. | <p>Unit 1: 37A, 61A, 81A, 101A, 115A, 129K
 Unit 2: 145A, 149B, 163A, 167A, 185A, 201A, 221A
 Unit 3: 257A, 261B, 277A, 281B-281C, 293A, 315A, 319M, 337E, 337O
 Unit 4: 349N, 367A, 371C, 371M, 383A, 433A, 449A, 451E
 Unit 5: 471A, 489A, 493C, 509A, 535A, 551A
 Unit 6: 579A, 583C, 597A, 613A, 6550</p> <p>CCSLH: 5.1.A</p> |
| <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | <p>Unit 1: 37A, 61A, 81A, 101A, 115A, 129K
 Unit 2: 145A, 163A, 185A, 201A, 221A
 Unit 3: 257A, 277A, 293A, 315A
 Unit 4: 367A, 371C, 383A, 433A, 449A, 451E
 Unit 5: 471A, 489A, 509A, 535A, 551A
 Unit 6: 579A, 583C, 597A, 613A</p> <p>CCSLH: 5.1.A</p> |

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b. Follow agreed-upon rules for discussions and carry out assigned roles.

Unit 1: 37A, 61A, 81A, 101A, 115A
Unit 2: 145A, 163A, 185A, 201A, 221A
Unit 3: 257A, 277A, 293A, 315A, 319M, 337O
Unit 4: 367A, 371M, 383A, 433A, 449A, 451E
Unit 5: 471A, 489A, 509A, 535A, 551A
Unit 6: 579A, 597A, 613A, 6550

CCSLH: 5.1.A

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Unit 1: 37A, 61A, 81A, 101A, 115A
Unit 2: 145A, 149B, 163A, 167A, 185A, 201A
Unit 3: 257A, 261B, 277A, 281B, 293A, 337E
Unit 4: 349N, 367A, 371C, 371M, 383A, 433A
Unit 5: 471A, 489A, 493C, 509A, 535A, 551A
Unit 6: 579A, 583C, 597A, 613A, 6550

CCSLH: 5.1.A

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Unit 1: 37A, 61A, 81A, 101A, 115A
Unit 2: 145A, 163A, 185A, 201A, 221A
Unit 3: 257A, 277A, 281B-281C, 293A, 315A
Unit 4: 367A, 371M, 383A, 433A, 449A, 451E
Unit 5: 471A, 489A, 509A, 535A, 551A
Unit 6: 579A, 583C, 597A, 613A, 6550

CCSLH: 5.1.A

2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Unit 1: 41M
Unit 2: 167M
Unit 3: 361M
Unit 5: 513M

CCSLH: 5.1.B

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3. Identify the reasons and evidence a speaker provides to support particular points.

Unit 1: 119B
Unit 2: 225A
Unit 3: 339A
Unit 4: 453A
Unit 6: 657A

CCSLH: 5.1.B

Presentation of Knowledge and Ideas

4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Unit 1: 65H, 65M, 1170
Unit 2: 189M, 205H, 225A
Unit 3: 281M, 339A
Unit 4: 387M, 4510, 453A
Unit 5: 493M, 513M, 5530, 555A, 563B
Unit 6: 601M, 657A

CCSLH: 5.2.A, 5.2.B, 5.2.C

5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Unit 1: 65H, 119A, 129B
Unit 2: 233B
Unit 3: 339A
Unit 4: 453A, 461B
Unit 5: 555A, 563B
Unit 6: 617M, 657A

CCSLH: 5.2.A, 5.2.B, 5.2.C

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. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)

CCSLH: 5.2.D

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

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

Unit 1: 117M
Unit 2: 149K, 167K, 205L
Unit 3: 281K, 297L
Unit 4: 437L, 451N
Unit 5: 475K, 475L, 493K, 493L, 513K, 539L
CCSLH: 6.1.A, 6.1.B, 6.1.C, 6.1.D, 6.1.E, 6.1.F, 6.1.G

- a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

Unit 3: 281K
Unit 4: 437L
CCSLH: 6.1.D, 6.1.F

Common Core State Standards • Grade 4	Page References
b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	CCSLH: 6.1.C
c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	CCSLH: 6.1.C
d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	CCSLH: 6.1.E
e. Form and use prepositional phrases.	Unit 5: 475K, 475L, 493K, 493L, 513K CCSLH: 6.1.G
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Unit 1: 117M Unit 2: 149K, 167K, 205L Unit 3: 297L Unit 4: 451N Unit 5: 539L CCSLH: 6.1.A
g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	CCSLH: 6.1.J
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Unit 1: 41J, 65J, 85J, 105J, 117J, 117L Unit 2: 149J, 167J, 167L, 189J, 205A, 205G, 205J, 223L, 223M-223N Unit 3: 261J, 281J, 297J, 319A, 319J, 337L Unit 4: 371H, 371J, 387H, 387J, 417H, 417J, 437J Unit 5: 475J, 493J, 513J, 513K, 539G, 539J, 553N, 563A Unit 6: 583H, 583J, 601J, 617J, 631J CCSLH: 6.1.H, 6.1.I, 6.1.J
a. Use correct capitalization.	Unit 1: 117J Unit 2: 205G Unit 4: 371H, 387H, 417H Unit 5: 539G Unit 6: 583H CCSLH: 6.1.H

Common Core State Standards • Grade 4	Page References
<p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p>	<p>Unit 2: 167L, 205A Unit 3: 319A Unit 5: 553N</p> <p>CCSLH: 6.1.I</p>
<p>c. Use a comma before a coordinating conjunction in a compound sentence.</p>	<p>Unit 2: 223M-223N Unit 5: 513K</p> <p>CCSLH: 6.1.I</p>
<p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Unit 1: 41J, 65J, 85J, 105J, 117L Unit 2: 149J, 167J, 189J, 205J, 223L Unit 3: 261J, 281J, 297J, 319J, 337L Unit 4: 371H, 371J, 387J, 417H, 417J, 437J Unit 5: 475J, 493J, 513J, 539G, 539J, 563A Unit 6: 583J, 601J, 617J, 631J</p> <p>CCSLH: 6.1.J</p>
<p>Knowledge of Language</p>	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Unit 1: 117H Unit 4: 461A Unit 5: 493G, 493M Unit 6: 617H, 631G, 655I-655J, 665B</p> <p>CCSLH: 6.2.A, 6.2.B, 6.2.C</p>
<p>a. Choose words and phrases to convey ideas precisely.</p>	<p>Unit 1: 117H Unit 4: 461A Unit 5: 493G, 493M Unit 6: 631G, 655I-655J, 665B</p> <p>CCSLH: 6.2.A</p>
<p>b. Choose punctuation for effect.</p>	<p>CCSLH: 6.2.B</p>

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c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Unit 6: 617H

CCSLH: 6.2.C

Vocabulary Acquisition and Use

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.

Unit 1: 20P, 20, 41J, 420, 42, 660, 106

Unit 2: 132P, 132Q, 132, 149J, 150Q, 150, 167J, 190, 201B, 203B, 206P, 206

Unit 3: 236P, 236, 262, 282Q, 282, 295Q, 320

Unit 4: 350Q, 350, 372P, 372Q, 372, 388, 412, 418, 438, 461A

Unit 5: 464P, 464Q, 464, 471B, 475J, 476P, 476Q, 476, 514

Unit 6: 566, 584, 606, 618, 631H, 632, 636, 655J

CCSLH: 6.3.A, 6.3.B, 6.3.C, 6.3.D

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Unit 1: 20, 42, 106

Unit 2: 132, 150, 190, 206

Unit 3: 236, 262, 282, 320

Unit 4: 350, 372, 388, 412, 418, 438

Unit 5: 476, 514

Unit 6: 566, 584, 606, 618, 632

CCSLH: 6.3.B

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).

Unit 1: 20P, 41J, 420, 660

Unit 2: 132P, 132Q, 149J, 150Q, 167J, 206P

Unit 3: 236P, 282Q, 295Q

Unit 4: 350Q, 372Q

Unit 5: 464P, 464Q, 464, 475J, 476P, 476Q

CCSLH: 6.3.C

Common Core State Standards • Grade 4	Page References
<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>Unit 2: 201B, 203B Unit 3: 236P Unit 4: 372P, 412, 461A Unit 5: 471B Unit 6: 631H, 636, 655J</p> <p>CCSLH: 6.3.D</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Unit 1: 122, 124 Unit 2: 149M, 168Q, 168R, 189J, 190Q, 195, 205J Unit 3: 262P, 298R Unit 4: 372P, 417M Unit 5: 482, 483, 493M, 494Q, 503, 513J, 514Q, 531, 545 Unit 6: 645, 660</p> <p>CCSLH: 6.3.E, 6.3.F, 6.3.G</p>
<p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p>	<p>Unit 1: 122, 124 Unit 2: 149M, 195 Unit 5: 483, 503, 531, 545 Unit 6: 660</p> <p>CCSLH: 6.3.E</p>
<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>Unit 5: 482 Unit 6: 645</p> <p>CCSLH: 6.3.F</p>
<p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>Unit 2: 168Q, 168R, 189J, 190Q, 205J Unit 3: 262P, 298R Unit 4: 372P, 417M Unit 5: 493M, 494Q, 513J, 514Q</p> <p>CCSLH: 6.3.G</p>

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

Unit 1: 43, 67, 86, 106
Unit 2: 132-133, 141, 149M, 151, 2230
Unit 3: 237, 263, 283, 299, 320
Unit 4: 350, 351, 373, 412, 418, 439
Unit 5: 465, 476, 514
Unit 6: 567, 585, 633

CCSLH: 6.3.H

Language Progressive Skills

Below are the grade 3 asterisked (*) Language standards indicated by CCSS to be particularly likely to require continued attention in grade 4 as they are applied to increasingly sophisticated writing and speaking.

Conventions of Standard English

3.1.f Ensure subject-verb and pronoun-antecedent agreement.

Unit 2: 189K
Unit 3: 261K, 261L, 281K, 347B
Unit 4: 371K, 387K, 417K
Unit 5: 493H, 539K, 553M
Unit 6: 631K

CCSLH: 6.1.C, 6.1.D

Knowledge of Language

3.3.a Choose words and phrases for effect.

Unit 1: 41H, 105G, 105H, 117H
Unit 2: 2230
Unit 3: 319H, 337I, 337J, 347B
Unit 5: 493G, 493M
Unit 6: 601M, 617H, 631E-631H, 655I, 655J

CCSLH: 6.2.A

Notes

Common Core State Standards • GRADE 5

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

CCSLH
Common Core State Standards Literacy eHandbook

Reading for Literature

Key Ideas and Details

- | | |
|---|---|
| <p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | <p>Unit 1: 87, 95Q
 Unit 5: 575, 577
 Unit 6: 616, 631, 655, 663, 665, 669Q</p> <p>CCSLH: 1.1.A</p> |
| <p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> | <p>Unit 1: 39Q, 55A, 91A, 95Q, 121S, 126, 127
 Unit 2: 185Q, 219
 Unit 3: 260, 266, 271A
 Unit 5: 570, 574, 576, 577A, 579S
 Unit 6: 621A, 635, 637A, 650, 654, 658, 664, 665A, 669Q</p> <p>CCSLH: 1.1.B, 1.1.C</p> |
| <p>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> | <p>Unit 1: 45, 91</p> <p>CCSLH: 1.1.D, 1.1.E, 1.1.F</p> |

Craft and Structure

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|--|---|
| <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> | <p>Unit 1: 20, 40, 60, 78, 89, 95M, 95R, 96
 Unit 2: 134, 150, 186, 200
 Unit 3: 226, 254, 262, 276, 322
 Unit 4: 350, 384, 402
 Unit 5: 460, 460P, 494, 544, 562
 Unit 6: 610, 625R, 626, 642, 670</p> <p>CCSLH: 1.2.A, 1.2.B</p> |
| <p>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> | <p>Unit 5: 513E–513F, 543E–543G, 561E–561G
 Unit 6: 651</p> <p>CCSLH: 1.2.C, 1.2.D, 1.2.E</p> |

Common Core State Standards • Grade 5	Page References
6. Describe how a narrator’s or speaker’s point of view influences how events are described.	Unit 1: 27, 35, 37A, 55, 67 CCSLH: 1.2.F
Integration of Knowledge and Ideas	
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).	Unit 1: 73 Unit 4: 452 CCSLH: 1.3.A
8. (Not applicable to literature)	
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	CCSLH: 1.3.B
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	Unit 2: 218–219 Unit 3: 256–271 Unit 4: 452–453 Unit 5: 497–509, 582–583 Unit 6: 612–621, 628–637, 644–665, 686–687 Reading selections in the Grade 5 Student Anthology and Leveled Readers in SRA <i>Imagine It!</i> fall within the recommended Lexile range 770–980 required by the Common Core State Standards for grades 4–5.

Reading Standards for Informational Text

Key Ideas and Details

<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Unit 1: 106 Unit 3: 291, 293 Unit 4: 374, 394, 407, 409, 413, 445 Unit 5: 470, 476, 484, 533, 535, 543Q, 549, 551 Unit 6: 598, 677, 680, 681</p> <p>CCSLH: 2.1.A</p>
<p>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>Unit 1: 101, 103, 149Q, 215S Unit 3: 244, 248, 290, 310, 327, 333, 334, 335 Unit 4: 361, 372, 374, 378, 389, 391, 392, 396 Unit 5: 464, 465, 466, 467, 469, 474, 477, 481, 483, 520, 528, 538 Unit 6: 676, 680, 683S</p> <p>CCSLH: 2.1.B, 2.1.C</p>
<p>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>Unit 1: 94–95, 113, 115, 119 Unit 2: 145, 184, 193, 195, 198, 211 Unit 3: 231, 233, 235, 243, 249, 296 Unit 4: 357, 375, 439 Unit 5: 487, 501, 557 Unit 6: 603, 608</p> <p>CCSLH: 2.1.D, 2.1.E, 2.1.F</p>

Craft and Structure

<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p>Unit 1: 21, 79 Unit 2: 135, 151, 166Q, 166Q, 167, 201 Unit 3: 226, 227, 255, 322, 323 Unit 4: 351, 366, 384, 385, 430, 431 Unit 5: 494, 495, 514, 544, 545, 562, 563 Unit 6: 590</p> <p>CCSLH: 2.2.A, 2.2.B</p>
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5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	CCSLH: 2.2.C
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	CCSLH: 2.2.D
<i>Integration of Knowledge and Ideas</i>	
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Unit 4: 400–401 Unit 5: 513, 542 CCSLH: 2.3.A
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Unit 2: 139, 141, 191, 199R CCSLH: 2.3.B
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Unit 1: 123A–123D Unit 2: 165E–165F, 199F, 215G–215J, 217A–217D Unit 3: 321E–321H, 337I, 339A–339D Unit 4: 449G–449J, 451A–451D Unit 5: 581A–581D Unit 6: 685A–685D CCSLH: 2.3.C
<i>Range of Reading and Level of Text Complexity</i>	
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Unit 1: 98–119 Unit 2: 136–145, 188–195 Unit 3: 279–293, 338–339 Unit 4: 352–361, 368–379 Unit 5: 546–557 Reading selections in the Grade 5 Student Anthology and Leveled Readers in SRA <i>Imagine It!</i> fall within the recommended Lexile range 770–980 required by the Common Core State Standards for grades 4–5.

Reading Standards: Foundational Skills

Phonics and Word Recognition

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

Unit 1: 200, 29, 400, 45, 600, 83, 86
Unit 2: 1340, 142, 157, 1660, 178, 1860, 191
Unit 3: 2260, 236, 2540, 287, 289, 2980, 305
Unit 4: 3500, 356, 358, 3660, 373, 3840, 395
Unit 5: 4940, 498, 5140, 5440, 554, 566, 568
Unit 6: 5900, 596, 598, 6100, 616, 6260, 636

CCSLH: 3.1.A

a. 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.

Unit 1: 200, 29, 400, 45, 600, 83, 86
Unit 2: 1340, 142, 157, 1660, 178, 1860, 191
Unit 3: 2260, 236, 2540, 287, 289, 2980, 305
Unit 4: 3500, 356, 358, 3660, 373, 3840, 395
Unit 5: 4940, 498, 5140, 5440, 554, 566, 568
Unit 6: 5900, 596, 598, 6100, 616, 6260, 636

CCSLH: 3.1.A

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

Unit 1: 37B, 57B, 60T, 75B, 77R, 126
Unit 2: 134T, 147B, 163B, 183B, 186T, 215B, 218
Unit 3: 251B, 254T, 271B, 275R, 295B, 319B, 342
Unit 4: 363B, 381B, 384T, 399B, 452
Unit 5: 460T, 489B, 541B, 579B, 582
Unit 6: 607B, 622B, 626T, 639B, 667B, 686

CCSLH: 3.2.A

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a. Read on-level text with purpose and understanding.

Unit 1: 37B, 57B, 60T, 75B
Unit 2: 134T, 147B, 163B, 183B, 186T
Unit 3: 251B, 295B, 319B
Unit 4: 363B, 381B, 399B
Unit 5: 460T, 489B, 541B, 579B
Unit 6: 607B, 626T, 639B, 667B

CCSLH: 3.2.A

b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Unit 1: 37B, 57B, 75B, 126
Unit 2: 147B, 163B, 183B, 218
Unit 3: 251B, 271B, 275R, 295B, 319B, 342
Unit 4: 363B, 381B, 399B, 452
Unit 5: 489B, 541B, 579B, 582
Unit 6: 607B, 639B, 667B, 686

CCSLH: 3.2.A

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit 1: 75B, 77R
Unit 2: 147B, 163B, 215B
Unit 3: 251B, 295B
Unit 4: 363B, 381B, 384T
Unit 5: 541B
Unit 6: 607B, 623B

CCSLH: 3.2.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. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>Unit 2: 185E–185G, 199E–199G, 215G–215J Unit 4: 383E–383G</p> <p>CCSLH: 4.1.A</p>
<p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p>	<p>Unit 2: 185E–185G, 199E–199G, 215G–215J Unit 4: 383E–383G</p> <p>CCSLH: 4.1.A</p>
<p>b. Provide logically ordered reasons that are supported by facts and details.</p>	<p>Unit 2: 185E–185G, 199E–199G, 215G–215J Unit 4: 383E–383G</p> <p>CCSLH: 4.1.A</p>
<p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p>	<p>CCSLH: 4.1.A</p>
<p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>Unit 2: 199E–199G, 215J</p> <p>CCSLH: 4.1.A</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Unit 1: 39M, 59G, 77G, 121J Unit 2: 149G, 165E–165G, 165H Unit 3: 275G, 321H, 337I, 337J, 347A–347B Unit 4: 365G–365H, 449G–449J, 457A–457B Unit 5: 493E–493G</p> <p>CCSLH: 4.1.B</p>
<p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p>Unit 1: 39M, 59G, 77G, 121J Unit 2: 149G, 165G, 165H Unit 3: 337I, 347B Unit 4: 365G–365H, 383K–383L, 449I–449J, 457B</p> <p>CCSLH: 4.1.B</p>

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<p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>Unit 1: 39M, 59G, 77G Unit 2: 149G, 165E–165F Unit 3: 321H, 337J Unit 4: 449G–449J, 457B</p> <p>CCSLH: 4.1.B</p>
<p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p>	<p>Unit 2: 149G Unit 3: 275G, 297G, 347A</p> <p>CCSLH: 4.1.B</p>
<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>Unit 2: 149G Unit 3: 337J Unit 4: 449J, 457A Unit 5: 493E–493G</p> <p>CCSLH: 4.1.B</p>
<p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Unit 3: 337G–337H, 337J, 347A</p> <p>CCSLH: 4.1.B</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>Unit 4: 401E–401H, 429E–429G Unit 5: 513E–513G, 543E–543G, 579G–579J Unit 6: 641E–641H, 669E–669G, 683G–683J, 691A</p> <p>CCSLH: 4.1.C</p>
<p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>Unit 4: 401E–401H, 429E–429F Unit 5: 579G–579J Unit 6: 641E–641H, 683G–683J, 691A</p> <p>CCSLH: 4.1.C</p>

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<p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>	<p>Unit 4: 401H, 429E–429F Unit 5: 579G–579J Unit 6: 641E–641H, 669E–669G, 683G–683J, 691A</p> <p>CCSLH: 4.1.C</p>
<p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>	<p>Unit 4: 457A Unit 6: 561K</p> <p>CCSLH: 4.1.C</p>
<p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>Unit 4: 429G Unit 5: 513E–513G, 543E–543G Unit 6: 683I–683J, 691A</p> <p>CCSLH: 4.1.C</p>
<p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Unit 4: 401E–401H, 429E–429F Unit 5: 579G–579I Unit 6: 641E–641H, 669E–669G, 683G–683J, 691A</p> <p>CCSLH: 4.1.C</p>
<p><i>Production and Distribution of Writing</i></p>	
<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Unit 1: 59E–59H, 77E–77H, 95E–95H Unit 2: 149E–149H, 165E–165H, 185E–185H Unit 3: 321E–321H, 337I–337J, 347A–347B Unit 4: 365E–365H, 383E–383H Unit 5: 493E–493H, 561E–561F Unit 6: 609E–609H, 625E–625H, 641E–641H</p> <p>CCSLH: 4.2.A</p>

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5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)

Unit 1: 59E–59H, 77E–77H, 95E–95H, 121G–121H, 131A–131B
Unit 2: 149E–149H, 165E–165H, 185E–185H, 215G–215H, 223A–223B
Unit 3: 321E–321H, 337J, 347A–347B
Unit 4: 365E–365H, 383E–383H, 401E–401H, 429E–429G
Unit 5: 493E–493H, 513E–513G, 543E–543G
Unit 6: 609E–609H; 625E–625H, 683G–683J, 691A–691B
CCSLH: 4.2.A

6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Unit 1: 77H, 131B
Unit 2: 149H, 165E–165H, 165L, 215H
Unit 3: 297L, 337N
Unit 4: 365H, 383H, 457B
Unit 5: 561H, 587B
Unit 6: 609E–609H, 625H, 641K, 669H, 691B
CCSLH: 4.2.A

Research to Build and Present Knowledge

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Unit 2: 165E–165F, 199F, 215G–215J
Unit 3: 321E–321H, 337I
Unit 4: 449G–449J
CCSLH: 4.3.A

8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Unit 1: 121O
Unit 2: 165E–165F, 199F, 215G–215J
Unit 3: 321E–321H, 337I
Unit 4: 449G–449J, 457B
CCSLH: 4.3.A

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9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit 1: 56–57, 74–75, 92–93, 120–121
Unit 2: 146–147, 162–163, 182–183, 196–197, 214–215
Unit 3: 250–251, 272–273, 294–295, 318–319, 336–337
Unit 4: 362–363, 380–381, 398–399, 426–427, 448–449
Unit 5: 490–491, 510–511, 540–541, 558–559, 578–579
Unit 6: 606–607, 622–623, 638–639, 666–667, 682–683

CCSLH: 4.3.B

a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

Unit 1: 56–57, 92–93
Unit 2: 182–183
Unit 3: 272–273
Unit 5: 510–511, 578–579
Unit 6: 606–607, 622–623, 638–639, 666–667

CCSLH: 4.3.B

b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Unit 1: 74–75, 120–121
Unit 2: 146–147, 162–163, 196–197, 214–215
Unit 3: 250–251, 294–295, 318–319, 336–337
Unit 4: 362–363, 380–381, 398–399, 426–427, 448–449
Unit 5: 490–491, 540–541, 558–559
Unit 6: 682–683

CCSLH: 4.3.B

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 discipline-specific tasks, purposes, and audiences.

Unit 3: 253E–253H, 275E–275H, 321E–321H, 337I–337J, 347A–347B
Unit 4: 449G–449J, 457A–457B

CCSLH: 4.1.A, 4.1.B, 4.1.C, 4.3.A, 4.4.A

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. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

Unit 1: 35A, 55A, 73A, 91A, 119A, 123A–123D
Unit 2: 145A, 161A, 181A, 195A, 213A, 217A–217D
Unit 3: 249A, 271A, 293A, 317A, 321M, 335A, 339A–339D
Unit 4: 361A, 365M, 379A, 397A, 425A, 447A, 451A–451D
Unit 5: 489A, 509A, 539A, 557A, 577A, 581A–581D
Unit 6: 605A, 621A, 637A, 665A, 669H, 681A, 685A–685D

CCSLH: 5.1.A

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a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Unit 1: 35A, 55A, 73A, 91A, 119A
Unit 2: 145A, 161A, 181A, 195A, 213A
Unit 3: 249A, 271A, 293A, 317A, 335A
Unit 4: 361A, 379A, 397A, 425A, 447A
Unit 5: 489A, 509A, 539A, 557A, 577A
Unit 6: 605A, 621A, 637A, 665A, 681A

CCSLH: 5.1.A

b. Follow agreed-upon rules for discussions and carry out assigned roles.

Unit 1: 35A, 55A, 73A, 91A, 119A
Unit 2: 145A, 161A, 181A, 195A, 213A
Unit 3: 249A, 271A, 293A, 317A, 321M, 335A
Unit 4: 361A, 379A, 397A, 425A, 451D
Unit 5: 489A, 509A, 539A, 557A, 577A, 581B
Unit 6: 605A, 621A, 637A, 665A, 669H, 681A

CCSLH: 5.1.A

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Unit 1: 35A, 55A, 73A, 91A, 119A
Unit 2: 145A, 161A, 181A, 185M, 195A, 213A
Unit 3: 249A, 271A, 293A, 297M, 317A, 335A
Unit 4: 361A, 365M, 379A, 397A, 425A, 447A
Unit 5: 489A, 509A, 539A, 557A, 577A
Unit 6: 605A, 621A, 637A, 665A, 681A

CCSLH: 5.1.A

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Unit 1: 123A–123D
Unit 2: 217A–217D
Unit 3: 339A–339D
Unit 4: 451A–451D
Unit 5: 581A–581D
Unit 6: 685A–685D

CCSLH: 5.1.A

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<p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Unit 1: 19N Unit 2: 133M Unit 3: 225N Unit 4: 349L Unit 5: 459M Unit 6: 5890</p> <p>CCSLH: 5.1.B</p>
<p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>CCSLH: 5.1.B</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Unit 1: 59M, 1210, 123A–123D Unit 2: 217A–217D Unit 3: 339A–339D Unit 4: 4490, 451A–451D Unit 5: 581A–581D Unit 6: 685A–685D</p> <p>CCSLH: 5.2.A, 5.2.B</p>
<p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>Unit 1: 121C–121D Unit 2: 2150, 217A–217C Unit 3: 339A–339D Unit 4: 451A–451D Unit 5: 581A–581D Unit 6: 685A–685D</p> <p>CCSLH: 5.2.A, 5.2.B</p>
<p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>	<p>Unit 1: 123B Unit 2: 217B</p> <p>CCSLH: 5.2.C</p>

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 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

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

Unit 1: 39K, 121M

Unit 2: 149K, 165K, 215N

Unit 3: 275K, 275L, 337N

Unit 5: 493H, 493K, 493L, 579M

Unit 6: 609K, 641K, 683M

CCSLH: 6.1.A, 6.1.B, 6.1.C, 6.1.D, 6.1.E, 6.1.F, 6.1.G

a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

Unit 2: 165K, 215N

Unit 3: 275K, 275L, 337N

Unit 6: 641K

CCSLH: 6.1.G

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<p>b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p>	<p>Unit 5: 493K, 493L, 579M Unit 6: 683M CCSLH: 6.1.C</p>
<p>c. Use verb tense to convey various times, sequences, states, and conditions.</p>	<p>Unit 1: 39K, 121M Unit 2: 149K Unit 5: 493K, 493L, 579M Unit 6: 609K, 683M CCSLH: 6.1.C</p>
<p>d. Recognize and correct inappropriate shifts in verb tense.</p>	<p>Unit 5: 493H CCSLH: 6.1.C</p>
<p>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p>	<p>CCSLH: 6.1.G</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Unit 1: 39J, 59J, 77J, 95K, 95J, 121L Unit 2: 149J, 165J, 185J, 199J, 215L Unit 3: 253J, 275J, 297J, 321J, 337L Unit 4: 365J, 383J, 401J, 429J, 429L, 449L, 449M Unit 5: 493J, 513J, 543K, 543J, 561J, 579L Unit 6: 609J, 625J, 641J, 669J, 669L, 683L CCSLH: 6.1.H, 6.1.I, 6.1.J, 6.1.K</p>
<p>a. Use punctuation to separate items in a series.</p>	<p>Unit 1: 95K Unit 5: 543K CCSLH: 6.1.I</p>
<p>b. Use a comma to separate an introductory element from the rest of the sentence.</p>	<p>Unit 1: 95K Unit 5: 543K CCSLH: 6.1.I</p>

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<p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p>	<p>CCSLH: 6.1.I</p>
<p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p>Unit 4: 429L, 449M Unit 6: 669L</p> <p>CCSLH: 6.1.J</p>
<p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Unit 1: 39J, 59J, 77J, 95J, 121L Unit 2: 149J, 165J, 185J, 199J, 215L Unit 3: 253J, 275J, 297J, 321J, 337L Unit 4: 365J, 383J, 401J, 429J, 449L Unit 5: 493J, 513J, 543J, 561J, 579L Unit 6: 609J, 625J, 641J, 669J, 683L</p> <p>CCSLH: 6.1.K</p>
<p>Knowledge of Language</p>	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Unit 1: 20R, 40P Unit 2: 134R, 149G, 186R Unit 3: 226Q Unit 4: 384R, 402Q Unit 5: 460Q, 521, 523, 525, 579J, 587A Unit 6: 609G, 610Q, 626R, 683J</p> <p>CCSLH: 6.2.A, 6.2.B, 6.2.C, 6.2.D</p>
<p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p>Unit 1: 20R, 40P Unit 2: 134R, 149G, 186R Unit 3: 226Q Unit 4: 384R, 401L, 402Q Unit 5: 460Q, 579J, 587A Unit 6: 609G, 610Q, 626R, 683J</p> <p>CCSLH: 6.2.C</p>

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b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Unit 5: 521, 523, 525
CCSLH: 6.2.D

Vocabulary Acquisition and Use

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.

Unit 1: 20, 20P, 20Q, 40, 40P, 57A, 60, 78, 78R, 96
Unit 2: 134, 147B, 150, 150P, 186, 186Q, 200, 200Q, 215B
Unit 3: 226, 254, 276, 298P, 322
Unit 4: 350, 350Q, 350R, 383Q, 384, 394Q, 4010, 402, 429H, 430Q, 449Q, 460P, 460R
Unit 5: 460, 460P, 494, 513G, 543G, 544, 562, 562Q, 579Q
Unit 6: 590P, 610, 610P, 610R, 626, 642, 670, 670Q, 691A
CCSLH: 6.3.A, 6.3.B, 6.3.C, 6.3.D

a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Unit 1: 20, 40, 60, 78, 96
Unit 2: 134, 150, 186, 200
Unit 3: 226, 254, 276, 322
Unit 4: 350, 384, 402
Unit 5: 460, 460P, 494, 544, 562
Unit 6: 610, 626, 642, 670
CCSLH: 6.3.B

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

Unit 1: 20Q, 40P
Unit 2: 186Q, 200Q
Unit 4: 350Q, 350R
Unit 5: 460P
Unit 6: 610P, 610R, 670Q
CCSLH: 6.3.C

c. Consult print reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Unit 1: 20P, 57A, 78R
Unit 2: 147B, 150P, 215B
Unit 3: 298P
Unit 4: 384Q, 4010, 429G, 430Q, 449Q
Unit 5: 460P, 460R, 513G, 543G, 562Q, 579Q
Unit 6: 590P, 610P, 670Q, 691A
CCSLH: 6.3.D

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5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit 1: 89, 95M, 95R , 200–20P, 390, 60P, 960–96P, 121Q
Unit 2: 166Q, 1850, 200Q
Unit 3: 2540–254P, 262, 2750, 298Q, 3210, 322Q
Unit 4: 4020–402P, 402R, 4300–430P
Unit 5: 514Q, 514R, 5440–544P, 544R, 567, 571, 579T
Unit 6: 5900–590P, 590R, 6090, 625R, 670P, 670Q–670R

CCSLH: 6.3.E, 6.3.F, 6.3.G

a. Interpret figurative language, including similes and metaphors, in context.

Unit 1: 89, 95M, 95R
Unit 3: 262
Unit 6: 625R

CCSLH: 6.3.E

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

Unit 1: 95M
Unit 5: 567, 571, 579T

CCSLH: 6.3.F

c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Unit 1: 200–20P, 390, 60P, 960–96P, 121Q
Unit 2: 166Q, 1850, 200Q
Unit 3: 2540–254P, 2750, 298Q, 3210, 322Q
Unit 4: 4020–402P, 402R, 4300–430P
Unit 5: 514Q, 514R, 5440–544P, 544R
Unit 6: 5900–590P, 590R, 6090, 670P, 670Q–670R

CCSLH: 6.3.G

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

Unit 1: 21, 79
Unit 2: 135, 149G, 151, 1660, 166Q, 167, 201
Unit 3: 226, 227, 255, 275G, 322, 323
Unit 4: 351, 366, 384, 385, 430, 431
Unit 5: 494, 495, 514, 544, 545, 562, 563
Unit 6: 590

CCSLH: 6.3.H

Language Progressive Skills

Below are the grades 3 and 4 asterisked (*) Language standards indicated by CCSS to be particularly likely to require continued attention in grade 5 as they are applied to increasingly sophisticated writing and speaking.

Conventions of Standard English

3.1.f Ensure subject-verb and pronoun-antecedent agreement.

Unit 4: 429L, 449N
Unit 5: 493H
Unit 6: 669G, 669L, 691B
CCSLH: 6.1.C, 6.1.D

4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Unit 4: 429G, 429K, 449N
CCSLH: 6.1.A

4.1.g Correctly use frequently confused words (e.g., *to/too/two; there/their*).

Unit 5: 543H, 579M, 587B
Unit 6: 683N
CCSLH: 6.1.K

Knowledge of Language

3.3.a Choose words and phrases for effect.

Unit 1: 121J, 131A
Unit 2: 199E–199G, 215G–215H, 215I
Unit 5: 493E–493G, 513E–513G, 543E–543G, 561E–561G,
 579G–579J
CCSLH: 6.2.A

4.3.a Choose words and phrases to convey ideas precisely.

Unit 4: 383G, 429G
Unit 5: 513G, 543G, 561G, 579J
CCSLH: 6.2.A

4.3.b Choose punctuation for effect.

Unit 5: 513E–513F, 543H
CCSLH: 6.2.C

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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 formats and media, 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

CCSLH

Common Core State Standards Literacy eHandbook

Reading for Literature

Key Ideas and Details

<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>UNIT 1: 24, 26, 28, 30, 34, 43 UNIT 2: 168, 170, 172, 175 UNIT 3: 339, 343, 354, 356, 364, 365 UNIT 4: 384, 388, 395, 444, 448, 451 UNIT 5: 542, 544, 549, 578, 580, 585 UNIT 6: 690, 692, 694, 695, 696, 697</p> <p>CCSLH: 1.1.A</p>
<p>2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>UNIT 1: 38, 42, 43, 44–45 UNIT 2: 169, 174, 175, 176–177 UNIT 3: 340, 342, 360, 364, 366–367 UNIT 4: 395, 396–397, 444, 449, 450 UNIT 5: 549, 550–551, 580, 586–587 UNIT 6: 697, 698–699</p> <p>CCSLH: 1.1.B, 1.1.C</p>
<p>3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>UNIT 1: 27, 31, 35, 43 UNIT 2: 171, 173, 175 UNIT 3: 337, 343, 353, 361, 363 UNIT 4: 387, 389, 451 UNIT 5: 543, 549 UNIT 6: 693</p> <p>CCSLH: 1.1.D</p>

Craft and Structure

<p>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.</p>	<p>UNIT 1: 29, 37 UNIT 2: 170, 258–259 UNIT 3: 335, 341, 355, 359 UNIT 4: 443 UNIT 5: 543, 547, 579, 580 UNIT 6: 702–703</p> <p>CCSLH: 1.2.A, 1.2.B</p>
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5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

UNIT 1: 37, 136–137
UNIT 2: 171, 174, 258–259
UNIT 3: 339, 363, 370/371–372/373
UNIT 4: 389, 394, 445, 449, 486–487
UNIT 5: 547, 581, 590–591
UNIT 6: 695, 702–703

CCSLH: 1.2.C, 1.2.D, 1.2.E

6. Explain how an author develops the point of view of the narrator or speaker in a text.

UNIT 1: 33
UNIT 4: 385, 441, 443
UNIT 6: 691, 697

CCSLH: 1.2.F

Integration of Knowledge and Ideas

7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

UNIT 1: 22
UNIT 2: 166
UNIT 3: 333, 350
UNIT 4: 383, 438, 486–487
UNIT 5: 540, 577, 590–591
UNIT 6: 688, 702–703

CCSLH: 1.3.A

8. (Not applicable to literature)

9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

UNIT 4: 452, 486–487

CCSLH: 1.3.B

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

UNIT 1: 22–45, 136–137
UNIT 2: 166–177, 258–259
UNIT 3: 332–345, 350–367, 370/371–372/373
UNIT 4: 382–397, 438–453, 486–487
UNIT 5: 540–551, 576–580, 590–591
UNIT 6: 688–699, 702–703

Reading selections in the Grade 6 Student Anthology and Leveled Readers in SRA *Imagine It!* fall within the recommended Lexile range 955–1155 required by the Common Core State Standards for grades 6–8.

Reading Standards for Informational Text**Key Ideas and Details**

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

UNIT 1: 54, 71, 91, 107, 111, 131
UNIT 2: 149, 153, 159, 207, 231, 253
UNIT 3: 272, 281, 299, 320, 324, 325
UNIT 4: 417, 427, 431, 468, 476, 481
UNIT 5: 506, 507, 526, 533, 562, 569
UNIT 6: 613, 635, 657, 675, 679, 681

CCSLH: 2.1.A

2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

UNIT 1: 65, 67, 71
UNIT 2: 150, 158, 188, 245, 247, 251
UNIT 3: 291, 292, 293, 298, 309, 311
UNIT 4: 406, 411, 416
UNIT 5: 505, 518, 526, 532, 562
UNIT 6: 604, 609, 610, 668, 674, 680

CCSLH: 2.1.B, 2.1.C

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3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

UNIT 1: 103, 109, 125, 129
UNIT 2: 185, 191, 193
UNIT 3: 271, 319
UNIT 4: 407, 413, 429, 465, 467, 473
UNIT 5: 525, 527, 531, 561, 563, 583
UNIT 6: 603, 611, 623, 653, 655

CCSLH: 2.1.D

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

UNIT 1: 81, 89
UNIT 2: 187, 229–230
UNIT 3: 295, 313, 315, 321, 323
UNIT 4: 431
UNIT 5: 519, 523, 529, 585
UNIT 6: 605, 607, 649, 669, 671, 677

CCSLH: 2.2.A, 2.2.B

5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

UNIT 1: 54, 63, 69, 130, 134–135
UNIT 2: 151, 223, 243, 249
UNIT 3: 271, 273, 328–329, 346–347
UNIT 4: 407, 413, 463, 477
UNIT 5: 503, 507, 510–511, 562, 564–565
UNIT 6: 627, 633, 645, 660–661, 700–701

CCSLH: 2.2.C

6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

UNIT 1: 55, 61, 85, 87, 91, 127
UNIT 2: 241
UNIT 3: 297
UNIT 5: 581

CCSLH: 2.2.D

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Integration of Knowledge and Ideas

<p>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.</p>	<p>UNIT 1: 63, 69, 134–135 UNIT 2: 162–163, 199, 205, 243, 249 UNIT 3: 275, 284–285, 302–303, 346–347 UNIT 4: 398–399, 415, 420–421, 434–435, 472–473, 484–485 UNIT 5: 517, 530, 552–553, 562, 572–573, 588–589 UNIT 6: 614–615, 630–631, 638–639, 684–685</p> <p>CCSLH: 2.3.A</p>
<p>8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>UNIT 1: 134–135 UNIT 2: 157, 227, 229, 234–235 UNIT 3: 277, 279 UNIT 4: 398–399 UNIT 6: 673</p> <p>CCSLH: 2.3.B</p>
<p>9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>UNIT 6: 654–657, 660–661</p> <p>CCSLH: 2.3.C</p>

Range of Reading and Level of Text Complexity

<p>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>UNIT 1: 52–73, 78–93, 98–113, 118–133 UNIT 2: 146–161, 182–209, 214–233, 238–255 UNIT 3: 268–283, 288–301, 306–327 UNIT 4: 402–419, 424–433, 458–483 UNIT 5: 496–509, 514–535, 556–571, 581–587 UNIT 6: 600–613, 618–637, 642–659, 664–683</p> <p>Reading selections in the Grade 6 Student Anthology and Leveled Readers in SRA <i>Imagine It!</i> fall within the recommended Lexile range 955–1155 required by the Common Core State Standards for grades 6–8.</p>
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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

1. Write arguments to support claims with clear reasons and relevant evidence.	UNIT 4: 399F–399G, 421F–421H, 435E–435G CCSLH: 5.1.A
a. Introduce claim(s) and organize the reasons and evidence clearly.	UNIT 4: 399F, 421H, 435E–435F CCSLH: 5.1.A
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	UNIT 4: 399F, 421F–421G, 435E–435F CCSLH: 5.1.A
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	UNIT 4: 399G, 435E–435G CCSLH: 5.1.A
d. Establish and maintain a formal style.	UNIT 4: 399F, 399H, 435G CCSLH: 5.1.A
e. Provide a concluding statement or section that follows from the argument presented.	UNIT 4: 399F, 421H, 435G CCSLH: 5.1.A
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	UNIT 1: 75E–75H, 95E–95F, 133I–133J, 141A UNIT 2: 163E–163H, 179E–179G UNIT 3: 285E–285F, 285H, 303E–303G, 329E–329G, 347G UNIT 5: 511E–511H, 537E–537G, 553F, 587G–587I, 595A UNIT 6: 615E–615H, 639E–639F CCSLH: 5.1.B

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a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

UNIT 1: 75E–75H, 133I
UNIT 2: 163E–163H
UNIT 3: 285E–285F, 303E–303G, 329E–329G
UNIT 5: 511E–511H, 587G–587I, 595A
UNIT 6: 615E–615H

CCSLH: 5.1.B

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

UNIT 1: 75H, 95E, 133J
UNIT 2: 179E–179F
UNIT 3: 285H, 303G, 329G, 347G
UNIT 5: 537E–537G, 587I, 595A
UNIT 6: 615H, 639E–639F

CCSLH: 5.1.B

c. Use appropriate transitions to clarify the relationships among ideas and concepts.

UNIT 1: 95E–95F, 133J
UNIT 2: 176G
UNIT 3: 285H, 329G, 347G
UNIT 5: 511E–511H, 537G, 553F
UNIT 6: 639E–639F

CCSLH: 5.1.B

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

UNIT 1: 133J
UNIT 2: 163H, 179G
UNIT 3: 285H, 303G, 329G
UNIT 5: 537G, 587I
UNIT 6: 639E–639F

CCSLH: 5.1.B

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<p>e. Establish and maintain a formal style.</p>	<p>UNIT 1: 75H, 95E, 133J UNIT 2: 179E–179F UNIT 3: 285H, 303G, 329G, 347G UNIT 5: 537E–537G, 587I, 595^a UNIT 6: 615H, 639E–639F</p> <p>CCSLH: 5.1.B</p>
<p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>UNIT 1: 95F, 141A UNIT 2: 179F UNIT 3: 285H, 303G, 329G, 347G UNIT 5: 537G, 587I, 595A UNIT 6: 639E–639F</p> <p>CCSLH: 5.1.B</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>UNIT 2: 211F–211H, 235E–235F UNIT 3: 367J, 377A UNIT 4: 455G–455H, 483G</p> <p>CCSLH: 5.1.C</p>
<p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p>UNIT 2: 211F, 211G, 211H UNIT 3: 367J UNIT 4: 455G</p> <p>CCSLH: 5.1.C</p>
<p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p>UNIT 2: 235E, 235F UNIT 3: 367J, 377A UNIT 4: 455H, 483G</p> <p>CCSLH: 5.1.C</p>
<p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p>UNIT 2: 235E UNIT 3: 367J, 377A UNIT 4: 455H, 483G</p> <p>CCSLH: 5.1.C</p>

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d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

UNIT 2: 235E
UNIT 3: 367J, 377A
UNIT 4: 455H, 483G

CCSLH: 5.1.C

e. Provide a conclusion that follows from the narrated experiences or events.

UNIT 2: 235E
UNIT 4: 483G

CCSLH: 5.1.C

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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

UNIT 1: 49G–49H, 95E–95H, 115G–115H, 133J, 141B
UNIT 2: 163H, 179G, 235E–235F, 235H, 255I–255J
UNIT 3: 285H, 303G–303H, 329G–329H, 347G–347H, 367I, 377B
UNIT 4: 399F–399H, 421H, 435E–435F, 455H, 483J
UNIT 5: 537E–537G, 573F, 587I–587J, 595A–595B
UNIT 6: 615H, 639H, 661G, 685G–685H, 699I–699J, 707A

CCSLH: 5.2.A

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)

UNIT 1: 49G–49H, 75E–75H, 95F–95G, 115E–115H, 141A–141B
UNIT 2: 179G–179H, 211E–211H, 235G–235H
UNIT 3: 285E–285H, 303E, 303H, 329E–329F, 329H, 377A–377B
UNIT 4: 399G–399H, 421E–421G, 435G–435H, 455E–455G, 483G–483I
UNIT 5: 511E–511H, 537H, 553E–553G, 573G–573H, 595B
UNIT 6: 615E–615G, 639G, 661E–661H, 685E–685H, 699G–699J, 707A–707B

CCSLH: 5.2.A

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6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

UNIT 1: 49H, 95H, 115H, 141B
UNIT 2: 179G, 235G, 263B
UNIT 3: 285H, 303H, 329H, 347H, 377B
UNIT 4: 399H, 435H, 483J, 491B
UNIT 5: 553H, 573H, 587J, 595B
UNIT 6: 639H, 661H, 685H, 699J, 707B

CCSLH: 5.2.A

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

UNIT 1: 49A–49D, 75A–75D, 95A–95D, 115A–115D, 133C–133F, 135A–135D
UNIT 2: 163A–163D, 179A–179D, 211A–211D, 235A–235D, 255C–255F, 257A–257D
UNIT 3: 285A–285D, 303A–303D, 329A–329D, 347A–347D, 367C–367F, 369A–369D
UNIT 4: 399A–399D, 421A–421D, 435A–435D, 455A–455D, 483C–483F, 485A–485D
UNIT 5: 511A–511D, 537A–537D, 553A–553D, 573A–573D, 587C–587F, 589A–589D
UNIT 6: 615A–615D, 639A–639D, 661A–661D, 685A–685D, 699C–699F, 701A–701D

CCSLH: 5.3.A

8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

UNIT 1: 115M, 115S, 1330, 133U
UNIT 2: 163E–163H, 211E–211H
UNIT 3: 303E–303G
UNIT 4: 421E–421H
UNIT 5: 511E–511H, 537E–537G, 587G–587I
UNIT 6: 615E–615H, 639E

CCSLH: 5.3.A

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9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

UNIT 2: 163G–163H, 179E–179F
UNIT 3: 367I–367J, 377A
UNIT 5: 587G–587H, 587I, 595A
UNIT 6: 615H, 639E

CCSLH: 5.3.B

a. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

UNIT 3: 367I–367J, 377A
UNIT 5: 587G–587H, 587I

CCSLH: 5.3.B

b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

UNIT 2: 163G–163H, 179E–179F
UNIT 5: 587G–587H, 595A
UNIT 6: 615H, 639E

CCSLH: 5.3.B

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 discipline-specific tasks, purposes, and audiences.

UNIT 1: 49G, 75H, 95F–95G, 115E–115H, 133J
UNIT 2: 163H, 179E–179F, 211H, 235E–235F, 255I–255J
UNIT 3: 285H, 303G, 339G, 347G, 367J
UNIT 4: 399F, 421H, 435E–435F, 455H
UNIT 5: 537E–537F, 573F, 587I, 595A
UNIT 6: 615H, 639E, 661G, 685G, 699I, 707A

CCSLH: 5.1.A, 5.1.B, 5.1.C, 5.3.A, 5.4.A

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. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

UNIT 1: GS2, 43A, 71A, 84, 91A, 93A, 95A–95D, 111A, 131A, 141C–141H

UNIT 2: 154, 159A, 175A, 177A, 194, 200, 202, 207A, 211A–211D, 231A, 233A, 253A, 263C–263H

UNIT 3: 272, 276, 278, 280, 281A, 285M, 299A, 325A, 329A–329D, 343A, 365A, 377C–377H

UNIT 4: 394, 395A, 417A, 428, 431A, 433A, 435A–435D, 451A, 476, 481A, 483A, 491C–491H

UNIT 5: 500, 507A, 533A, 546, 549A, 551A, 553A–553D, 566, 569A, 585A, 587A, 595C–595H

UNIT 6: 611A, 626, 635A, 637A, 657A, 661A–661D, 661T, 681A, 696, 697A, 707C–707H

CCSLH: 7.1.A

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a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

UNIT 1: 43A, 71A, 91A, 111A, 131A
UNIT 2: 159A, 175A, 207A, 231A, 253A
UNIT 3: 281A, 299A, 325A, 343A, 365A
UNIT 4: 395A, 417A, 431A, 451A, 481A
UNIT 5: 507A, 533A, 549A, 569A, 585A
UNIT 6: 611A, 635A, 657A, 681A, 697A

CCSLH: 7.1.A

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

UNIT 1: GS2, 43A, 71A, 95A–95D, 111A, 131A
UNIT 2: 159A, 175A, 207A, 211A–211D, 231A, 253A
UNIT 3: 281A, 285M, 299A, 329A–329D, 343A, 365A
UNIT 4: 395A, 417A, 431A, 435A–435D, 451A, 481A
UNIT 5: 507A, 533A, 549A, 553A–553D, 569A, 585A
UNIT 6: 611A, 635A, 661A–661D, 661T, 681A, 697A

CCSLH: 7.1.A

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

UNIT 1: 43A, 71A, 84, 91A, 111A, 131A
UNIT 2: 154, 159A, 175A, 194, 200, 202
UNIT 3: 272, 276, 278, 280, 343A, 365A
UNIT 4: 394, 417A, 428, 451A, 476
UNIT 5: 500, 533A, 546, 549A, 566, 585A
UNIT 6: 611A, 626, 635A, 657A, 681A, 696

CCSLH: 7.1.A

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

UNIT 1: 43A, 71A, 73A, 93A, 111A, 141C–141H
UNIT 2: 159A, 175A, 177A, 207A, 233A, 263C–263H
UNIT 3: 281A, 283A, 325A, 343A, 365A, 377C–377H
UNIT 4: 395A, 417A, 433A, 451A, 483A, 491C–491H
UNIT 5: 507A, 533A, 551A, 569A, 587A, 595C–595H
UNIT 6: 611A, 637A, 657A, 681A, 697A, 707C–707H

CCSLH: 7.1.A

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2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

UNIT 1: 18–19, 19I–19N, 134–135
UNIT 2: 142–143, 143I–143N, 162–163, 179M
UNIT 3: 264–265, 265I–265N, 302–303, 329T, 346–347
UNIT 4: 378–379, 379I–379N, 399S, 421M, 472–473, 484–485
UNIT 5: 492–493, 493I–493N, 552–553, 537M, 572–573, 588–589
UNIT 6: 596–597, 597I–597N, 630–631, 638–639, 639M, 684–685

CCSLH: 7.1.B

3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

UNIT 1: 95M
UNIT 4: 399M, 435M
UNIT 5: 573M
UNIT 6: 685M

CCSLH: 7.1.C

Presentation of Knowledge and Ideas

4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

UNIT 1: 133V, 135A–135C
UNIT 2: 257A–257C
UNIT 3: 369A–369C
UNIT 4: 412M, 485A–485C
UNIT 5: 573M, 573T, 589A–589C
UNIT 6: 701A–701C

CCSLH: 7.2.A

5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

UNIT 1: 95M, 135A
UNIT 2: 255O, 257A
UNIT 3: 369A
UNIT 4: 485A
UNIT 5: 589A
UNIT 6: 701A

CCSLH: 7.2.A

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)

UNIT 2: 179M, 2550
UNIT 3: 303M, 347M
UNIT 6: 615M, 661M

CCSLH: 7.2.B

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 considering a word or phrase 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>UNIT 1: 49K–49L, 75K–75L, 95K–95L, 115K–115L, 133M–133N UNIT 2: 163K–163L, 179K–179L, 211K–211L, 235K–235L, 255M–255N UNIT 3: 285K–285L, 303K–303L, 329K–329L, 347K–347L, 367M–367N, 377G UNIT 4: 399K–399L, 421K–421L, 435K–435L, 455K–455L UNIT 5: 511K–511L, 573K–573L, 587M–587N UNIT 6: 615K–615L, 639K–639L, 661K–661L, 685K–685L, 699M–699N</p> <p>CCSLH: 8.1.A, 8.1.B, 8.1.C, 8.1.D, 8.1.E, 8.1.F, 8.1.G, 8.1.H</p>
<p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p>	<p>UNIT 3: 329K–329L, 377G UNIT 6: 661K</p> <p>CCSLH: 8.1.D</p>
<p>b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p>	<p>CCSLH: 8.1.D</p>
<p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p>	<p>UNIT 3: 329K–329L, 377G</p> <p>CCSLH: 8.1.D</p>
<p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p>	<p>CCSLH: 8.1.D</p>

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<p>e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.*</p>	<p>UNIT 1: 49K–49L, 75K–75L, 95K–95L, 115K–115L, 133M–133N UNIT 2: 179K–179L, 211K–211L, 235K–235L, 255M–255N, 255O, 255V UNIT 3: 285K–285L, 303K–303L, 329K–329L, 347K–347L, 367M–367N UNIT 4: 399K–399L, 421K–421L, 435K–435L, 455K–455L UNIT 5: 511K–511L, 573K–573L, 587M–587N UNIT 6: 615K–615L, 639K–639L, 661K–661L, 685K–685L, 699M–699N</p> <p>CCSLH: 8.1.H</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>UNIT 1: 49I–49J, 75I–75J, 95I–95J, 115I–115J, 133K–133L UNIT 2: 163I–163J, 179I–179J, 211I–211J, 235I–235J, 255K–255L, 255N, 255U, 263G UNIT 3: 285I–285J, 303I–303J, 329I–329J, 347I–347J, 367K–367L UNIT 4: 399I–399J, 421I–421J, 435I–435J, 455I–455J, 483K–483L UNIT 5: 511I–511J, 537I–537J, 553I–553J, 573I–573J, 587K–587L UNIT 6: 615I–615J, 639I–639J, 639L, 661I–661J, 685I–685J, 699K–699L</p> <p>CCSLH: 8.1.I, 8.1.J, 8.1.K</p>
<p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p>	<p>UNIT 2: 255N, 255U, 263G UNIT 6: 639L</p> <p>CCSLH: 8.1.J</p>
<p>b. Spell correctly.</p>	<p>UNIT 1: 49I–49J, 75I–75J, 95I–95J, 115I–115J, 133K–133L UNIT 2: 163I–163J, 179I–179J, 211I–211J, 235I–235J, 255K–255L UNIT 3: 285I–285J, 303I–303J, 329I–329J, 347I–347J, 367K–367L UNIT 4: 399I–399J, 421I–421J, 435I–435J, 455I–455J, 483K–483L UNIT 5: 511I–511J, 537I–537J, 553I–553J, 573I–573J, 587K–587L UNIT 6: 615I–615J, 639I–639J, 661I–661J, 685I–685J, 699K–699L</p> <p>CCSLH: 8.1.K</p>

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

UNIT 1: 115G, 115M, 115T
UNIT 2: 235E–235G, 255K–255L
UNIT 3: 303G, 377A
UNIT 4: 399E–399H, 421L, 421S, 435G, 455G–455H
UNIT 5: 537E–537G, 537K–537L, 537S, 573F, 587I
UNIT 6: 639E–639G, 661G, 685G, 699I

CCSLH: 8.2.A, 8.2.B, 8.2.C, 8.2.D

a. Vary sentence patterns for meaning, reader/listener interest, and style.*

UNIT 4: 421L, 421S
UNIT 5: 537K–537L, 537S
UNIT 6: 639F

CCSLH: 8.3.C

b. Maintain consistency in style and tone.*

UNIT 1: 115G, 115M, 115T
UNIT 2: 235E–235G, 255K–255L
UNIT 3: 303G, 377A
UNIT 4: 399E–399H, 435G, 455G–455H
UNIT 5: 537E–537G, 573F, 587I
UNIT 6: 639E–639G, 661G, 685G, 699I

CCSLH: 8.3.D

Vocabulary Acquisition and Use

<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>UNIT 1: 20–21, 500–50R, 50–51, 760–76R, 76–77, 96–97, 116–117 UNIT 2: 144–145, 1640–164R, 164–165, 180–181, 212–213, 235M, 235S, 2360–236R, 236–237 UNIT 3: 266–267, 2860–286R, 286–287, 3040–304R, 304–305, 330–331, 348–349 UNIT 4: 380–381, 400–401, 422–423, 435M, 436–437, 4560–456R, 456–457, 4830, 483U UNIT 5: 494–495, 512–513, 5380–538R, 538–539, 554–555, 574–575 UNIT 6: 598–599, 616–617, 640–641, 662–663, 686–687</p> <p>CCSLH: 8.3.A, 8.3.B, 8.3.C, 8.3.D</p>
<p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>UNIT 1: 20–21, 50–51, 76–77, 96–97, 116–117 UNIT 2: 144–145, 164–165, 180–181, 212–213, 236–237 UNIT 3: 266–267, 286–287, 304–305, 330–331, 348–349 UNIT 4: 380–381, 400–401, 422–423, 436–437, 456–457 UNIT 5: 494–495, 512–513, 538–539, 554–555, 574–575 UNIT 6: 598–599, 616–617, 640–641, 662–663, 686–687</p> <p>CCSLH: 8.3.B</p>
<p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p>	<p>UNIT 1: 500–50R, 760–76R UNIT 2: 1640–164R, 2360–236R UNIT 3: 2860–286R, 286–287, 3040–304R UNIT 4: 380–381, 422–423, 4560–456R UNIT 5: 512–513, 5380–538R</p> <p>CCSLH: 8.3.C</p>
<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>UNIT 2: 235M, 235S UNIT 4: 435M, 4830, 483U</p> <p>CCSLH: 8.3.D</p>

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<p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>UNIT 1: 20–21, 96–97, 116–117 UNIT 2: 144–145, 180–181, 212–213, 236–237 UNIT 3: 304–305, 330–331, 348–349 UNIT 4: 380–381, 400–401, 456–457 UNIT 5: 494–495, 538–539, 574–575 UNIT 6: 598–599, 616–617, 662–663</p> <p>CCSLH: 8.3.A, 8.3.C</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>UNIT 1: 200–20R, 500–50R, 81, 89, 960–96R UNIT 3: 2660–266R, 313, 315, 321, 3300–330R, 3480–348R, 359 UNIT 4: 3800–380R, 4000–400R, 431, 4560–456R UNIT 5: 4940–494R, 5120–512R, 519, 523, 529, 585 UNIT 6: 5980–598R, 669, 671, 677</p> <p>CCSLH: 8.3.E, 8.3.F</p>
<p>a. Interpret figures of speech (e.g., personification) in context.</p>	<p>UNIT 1: 81, 89 UNIT 3: 313, 315, 321, 359 UNIT 4: 431 UNIT 5: 519, 523, 529, 585 UNIT 6: 669, 671, 677</p> <p>CCSLH: 8.3.E</p>
<p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<p>UNIT 1: 200–20R, 500–50R UNIT 3: 2660–266R, 3300–330R, 3480–348R UNIT 4: 3800–380R, 4000–400R, 4560–456R UNIT 5: 4940–494R</p> <p>CCSLH: 8.3.F</p>
<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<p>UNIT 1: 960–96R UNIT 5: 5120–512R UNIT 6: 5980–598R</p> <p>CCSLH: 8.3.F</p>

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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.

UNIT 1: 29, 61, 87, 111, 125, 131
UNIT 2: 1440–144R, 151, 169, 187, 2120–212R, 251
UNIT 3: 2660–266R, 273, 293, 3040–304R, 311, 341
UNIT 4: 387, 4000–400R, 411, 427, 4360–436R, 465
UNIT 5: 4940–494R, 503, 5120–512R, 517, 549, 563
UNIT 6: 6160–616R, 625, 6400–640R, 657, 673, 691

CCSLH: 8.3.G

Language Progressive Skills

Below are the grades 3–5 asterisked (*) Language standards indicated by CCSS to be particularly likely to require continued attention in grade 6 as they are applied to increasingly sophisticated writing and speaking.

Conventions of Standard English

L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.

UNIT 2: 179K–179L, 179S, 255M
UNIT 6: 639K, 639S

CCSLH: 8.1.C, 8.1.D

L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

UNIT 1: 49K–49L, 49S
UNIT 4: 399K–399L, 399S
UNIT 6: 685L, 685S

CCSLH: 8.1.A

L.4.1g. Correctly use frequently confused words (e.g., *to/too/two; there/their*).

UNIT 1: 1160–166R, 120, 124, 133K–133L, 141C, 141G
UNIT 3: 330Q–330R, 336, 338, 347I–347J, 377C, 377G
UNIT 5: 538Q–538R, 546, 548, 5530, 595C
UNIT 6: 640Q–640R, 644, 650, 6610, 707C

CCSLH: 8.1.K

L.5.1d. Recognize and correct inappropriate shifts in verb tense.

UNIT 5: 573K–573L, 573S

CCSLH: 8.1.C

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L.5.2a. Use punctuation to separate items in a series.

UNIT 3: 285K–285L, 285S
UNIT 6: 661K

CCSLH: 8.1.J

Knowledge of Language

L.3.3a. Choose words and phrases for effect.

UNIT 1: 49M, 49T, 115M, 115T
UNIT 2: 187
UNIT 3: 347M, 347T, 355
UNIT 4: 435M, 483H, 483V
UNIT 5: 547, 573F, 579
UNIT 6: 615M, 615T, 649, 651, 661G, 677

CCSLH: 8.2.A

L.4.3a. Choose words and phrases to convey ideas precisely.

UNIT 2: 223
UNIT 3: 303H, 315, 335, 341, 347M, 347S
UNIT 4: 431, 435M, 483H, 483V
UNIT 6: 615M, 615T, 685G

CCSLH: 8.2.A

L.4.3b. Choose punctuation for effect.

UNIT 2: 255N, 255U, 263G
UNIT 4: 421L, 421S, 491G
UNIT 5: 537K
UNIT 6: 639L

CCSLH: 8.2.B

