



Grades K-5

Aligned with Common Core State Standards

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

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

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

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

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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

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

Reading Standards for Literature

Key Ideas and Details

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

Craft and Structure

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

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

CCSLH: 1.2.B

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

T1: 105, 116–117
T2: 298
T6: 298

CCSLH: 1.2.C

Integration of Knowledge and Ideas

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

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

CCSLH: 1.3.A

8. (Not applicable to literature)

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

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

CCSLH: 1.3.B

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Range of Reading and Level of Text Complexity

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

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

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

Reading Standards for Informational Text

Key Ideas and Details

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

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

CCSLH: 2.1.A

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

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

CCSLH: 2.1.B

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

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

CCSLH: 2.1.C

Craft and Structure

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

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

CCSLH: 2.2.A

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

CCSLH: 2.2.B

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

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

CCSLH: 2.2.C

Integration of Knowledge and Ideas

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

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

CCSLH: 2.3.A

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

Reading Standards: Foundational Skills

Print Concepts

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

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Page References

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

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

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

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

T3: 30–31

CCSLH: 3.1.A

Phonological Awareness

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

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

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

T4: 11, 27

T5: 11, 41, 69

T6: 85

T7: 11, 99, 229

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

a. Recognize and produce rhyming words.

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

CCSLH: 3.2.A

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

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

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

CCSLH: 3.2.B

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

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

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

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

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

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

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

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

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

CCSLH: 3.3.A

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

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

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

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

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

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

CCSLH: 3.3.A

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

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

T1: 37, 47, 77

T2: 31, 45, 59

T3: 31, 45, 189

T4: 30, 117, 203, 275

T5: 45, 103, 117, 275

T6: 117, 189, 275

T7: 45, 117, 275

T8: 45, 131, 189

CCSLH: 3.3.B

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

T3: 202, 274

T5: 274

T6: 274

T8: 274

CCSLH: 3.3.C

Fluency

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

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

T1: 11, 23, 33, 43, 57

T2: 11, 27, 41, 55, 78

T3: 11, 27, 41, 55, 78

T4: 11, 27, 41, 55, 78

T5: 11, 27, 41, 55, 78

T6: 11, 27, 41, 55, 78

T7: 11, 27, 41, 55, 78

T8: 11, 27, 41, 55, 78

CCSLH: 3.4.A

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

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

Production and Distribution of Writing

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

Research to Build and Present Knowledge

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

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Writing Standards

Text Types and Purposes

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

Production and Distribution of Writing

4. (Begins in grade 3)

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

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

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

CCSLH: 4.2.A

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

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

eTools21: Writing Tool

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

eTools21: Interactive Glossary

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

CCSLH: 4.2.A

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Research to Build and Present Knowledge

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

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

T2: 72–77, 144–150, 216–221, 288–294

T3: 72–77, 144–150, 216–221, 288–294

T4: 72–77, 144–150, 216–221, 288–294

T5: 72–77, 144–150, 216–221, 288–294

T6: 72–77, 144–150, 216–221, 288–294

T7: 72–77, 144–150, 216–221, 288–294

T8: 72–77, 144–150, 216–221, 288–294

CCSLH: 4.3.A

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

T2: 144–146, 219, 288

T3: 75, 144–145, 218–219, 288–289

T4: 75, 144–145, 219, 288–289

T5: 75, 144–145, 218–219, 288–289

T6: 144–145, 288–289

T7: 75, 144–145, 218–219, 288–289

T8: 74–75, 144, 218–219, 288

CCSLH: 4.3.B

9. (Begins in grade 4)

Range of Writing

10. (Begins in grade 3)

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speaking and Listening Standards

Comprehension and Collaboration

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

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

T1: 12–15, 18, 21, 31, 51, 56, 156

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

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

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

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

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

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

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

CCSLH: 5.1.A

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

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

CCSLH: 5.1.A

b. Continue a conversation through multiple exchanges.

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

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

CCSLH: 5.1.A

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

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

CCSLH: 5.1.B

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

Common Core State Standards • Grade K

Page References

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

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

T1: 57, 107, 157, 207

T2: 78, 150, 222, 294

T3: 78, 150, 222, 294

T4: 78, 150, 222, 294

T5: 78, 150, 222, 294

T6: 78, 150, 222, 294

T7: 78, 150, 222, 294

T8: 78, 150, 222, 294

CCSLH: 5.2.C

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

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

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Language Standards

Conventions of Standard English

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

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

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

Vocabulary Acquisition and Use

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

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

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

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

Reading Standards for Literature

Key Ideas and Details

1. Ask and answer questions about key details in a text.	<p>T6: 269, [272–273, 274–275, 276, 277], 296–297</p> <p>CCSLH: 1.1.A</p>
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<p>T3: 183, [186–187, 188–189, 190, 191], 198, 253, 254</p> <p>T4: 198, 289</p> <p>T5: 218, [220–221, 222–223, 224, 225]</p> <p>T6: 329</p> <p>T8: 203, [206–207, 208–209, 210, 211]</p> <p>CCSLH: 1.1.B</p>
3. Describe characters, settings, and major events in a story, using key details.	<p>T2: [116–117, 118–119, 120, 121]</p> <p>T4: 156, 170, 184, [186–187, 188–189, 190, 191]</p> <p>T5: 204</p> <p>T6: 240</p> <p>T7: 203, 204, [206–207, 208–209, 210, 211]</p> <p>T8: 204, 205</p> <p>CCSLH: 1.1.C</p>

Craft and Structure

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<p>T2: 182, 184</p> <p>T4: 169, 197</p> <p>T6: 282</p> <p>T7: 80–81, 160</p> <p>CCSLH: 1.2.A</p>
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Common Core State Standards • Grade 1

Page References

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.

T1: 15
T5: 269
T6: 269
T7: 269
T8: 269

CCSLH: 1.2.B

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

This Common Core State Standard is covered when students practice Readers' Theater. The Readers' Theater plays, role assignments, and process are part of the ePlanners for Units 2, 4, and 6.

T2: 289
T4: 289
T6: 329

eTools21: ePlanner

CCSLH: 1.2.C

Integration of Knowledge and Ideas

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

T2: 253
T3: [46–47, 48–49, 50, 51]
T4: 156, 170, 184, [186–187, 188–189, 190, 191]
T5: 176
T6: 204
T7: 204

CCSLH: 1.3.A

8. (Not applicable to literature)

Common Core State Standards • Grade 1

Page References

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

T1: 145, 285
T2: 145, 285
T4: 145, 285
T5: 190
T7: 203, 204

CCSLH: 1.3.B

Range of Reading and Level of Text Complexity

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

T1: 11, [46–47, 48–49, 50, 51], [60–61, 62–63, 64, 65]
T2: [18–19, 20–21, 22, 23], [32–33, 34–35, 36, 37], 41, 76, [116–117, 118–119, 120, 121], [130–131, 132–133, 134, 135]
T3: 55, [88–89, 90–91, 92, 93], [102–103, 104–105, 106, 107], [186–187, 188–189, 190, 191], [200–201, 202–203, 204, 205]
T4: [18–19, 20–21, 22, 23], [32–33, 34–35, 36, 37], 41, [256–257, 258–259, 260, 261], [270–271, 272–273, 274, 275]
T5: [192–193, 194–195, 196, 197], 201, [206–207, 208–209, 210, 211]
T6: [192–193, 194–195, 196, 197], 201, [206–207, 208–209, 210, 211], [220–221, 222–223, 224, 225]
T7: [192–193, 194–195, 196, 197], 201, [206–207, 208–209, 210, 211], 215, [220–221, 222–223, 224, 225]
T8: 55, [112–113, 114–115, 116, 117], 121, [126–127, 128–129, 130, 131], [140–141, 142–143, 144, 145]

DR1B2
DR2B1
DR2B4
DR3B3
DR3B6
DR4B1
DR4B8
DR5: 40–55
DR6: 40–55
DR7: 40–55
DR8: 22–37

Reading Standards for Informational Text

Key Ideas and Details

1. Ask and answer questions about key details in a text.	<p>T3: 29, 30 [32–33, 34–35, 36, 37], 57, 58, 127 T6: 268–269 T7: 268–269</p> <p>CCSLH: 2.1.A</p>
2. Identify the main topic and retell key details of a text.	<p>T5: 43, 44, [46–47, 48–49, 50, 51], 123 T7: 109, 123, 124, [126–127, 128–129, 130, 131]</p> <p>CCSLH: 2.1.B</p>
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p>T1: 43, 44, 113, 114 T5: 124 T6: 44, 110 T7: 14</p> <p>CCSLH: 2.1.C</p>

Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	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.	<p>T3: 44 T4: 44, [46–47, 48–49, 50, 51] T5: 44, 124–125 T6: 44, [46–47, 48–49, 50, 51], 124 T7: 44, [46–47, 48–49, 50, 51], 124 T8: 44, 124</p> <p>CCSLH: 2.2.B</p>

Common Core State Standards • Grade 1	Page References
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<p>T1: 15, 112 T2: 44 T4: 44</p> <p>CCSLH: 2.2.C</p>
Integration of Knowledge and Ideas	
7. Use the illustrations and details in a text to describe its key ideas.	<p>T1: 57, 112, 113 T3: 44 T5: 124, 298 T6: 96 T7: 124, 138 T8: 124</p> <p>CCSLH: 2.3.A</p>
8. Identify the reasons an author gives to support points in a text.	<p>T1: 99 T5: 43, 44, 123, 269 T7: 123, 138</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>T1: 75, 215 T2: 75, 215 T3: 75, 215 T4: 75, 215</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.

This Common Core State Standard is covered each time a student reads or rereads a nonfiction selection during Small Group instruction; page references cited are representative.

T1: [116–117, 118–119, 120, 121], [130–131, 132–133, 134, 135]

T2: [46–47, 48–49, 50, 51], [60–61, 62–63, 64, 65]

T3: [118–119, 120–121, 122, 123], [130–131, 132–133, 134, 135]

T4: [88–89, 90–91, 92, 93], [102–103, 104–105, 106, 107]

T5: [32–33, 34–35, 36, 37], [46–47, 48–49, 50, 51], [62–63, 64–65, 66, 67]

T6: [32–33, 34–35, 36, 37], [46–47, 48–49, 50, 51], [62–63, 64–65, 66, 67]

T7: [272–273, 274–275, 276, 277], [286–287, 288–289, 290, 291], [300–301, 302–303, 304, 305]

T8: [272–273, 274–275, 276, 277], [286–287, 288–289, 290, 291], [300–301, 302–303, 304, 305]

DR1B4

DR2B2

DR3B4

DR4B3

DR5: 6–19

DR6: 6–19

DR7: 58–73

DR8: 58–72

Reading Standards: Foundational Skills

Print Concepts

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

T1: 29

T5: 203

CCSLH: 3.1.A

Common Core State Standards • Grade 1	Page References
<p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>T1: 122, 192, 262</p> <p>PC1: 23, 39, 51</p> <p>CCSLH: 3.1.A</p>
<p>Phonological Awareness</p>	
<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p><i>This Common Core State Standard is covered regularly during Phonemic Awareness Warm-Up; page references cited are representative.</i></p> <p>T1: 11, 55, 111</p> <p>T2: 11, 27, 41, 55, 69</p> <p>T3: 11, 27, 41, 55, 69</p> <p>T4: 11, 27, 41, 55, 69</p> <p>T5: 11, 27, 41, 55, 69</p> <p>T6: 11, 27, 41, 55, 69</p> <p>T7: 11, 27, 55, 69</p> <p>T8: 11, 41, 69</p> <p>CCSLH: 3.2.A, 3.2.B, 3.2.C, 3.2.D</p>
<p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>T4: 170</p> <p>T5: 16, 58, 124, 176</p> <p>T6: 124</p> <p>CCSLH: 3.2.A</p>
<p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<p>T1: 27, 41, 55, 69, 83, 125, 279</p> <p>T4: 11, 27, 41, 55, 69, 223, 237</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>T2: 181, 195, 209</p> <p>T3: 27, 55, 69, 111, 125, 139, 223, 237, 265</p> <p>CCSLH: 3.2.C</p>

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Page References

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

T1: 41, 55, 69, 111, 139, 237, 279
T4: 83, 97, 111, 125, 139, 167, 195, 251, 265, 279
CCSLH: 3.2.D

Phonics and Word Recognition

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

This Common Core State Standard is regularly covered during daily Phonics instruction; page references cited are representative.

T1: 86–87, 184–185
T2: 16, 156–157
T3: 58–59, 86–87
T4: 44–45, 114–115
T5: 44–45, 58–59, 176
T6: 44–45, 58–59, 124–125
T7: 44, 96–97
T8: 44–45, 176–177, 190, 204

SSB: 2, 5, 7, 9, 10, 14, 15, 16, 17, 18, 19, 21, 22, 23, 26, 30

CCSLH: 3.3.A, 3.3.B

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

T2: 16, 58, 226
T3: 16, 58, 86, 128, 156, 198, 226, 240
T7: 204–205, 284
T8: 190

CCSLH: 3.3.A

b. Decode regularly spelled one-syllable words.

T1: 44–45, 86–87, 114–115, 128–129, 156–157, 184–185
T2: 16, 44–45, 114–115, 156–157

SSB: 2, 3, 5, 6, 7, 15, 16, 17, 18, 19, 21, 22, 23, 26, 30

CCSLH: 3.3.A

Common Core State Standards • Grade 1	Page References
<p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>T4: 114–115, 170, 184, 240, 254 T5: 16, 30, 44–45, 58, 110, 124–125, 190, 270 T6: 16, 30, 44, 110, 124–125, 190, 256, 270</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>T5: 139, 271</p> <p>CCSLH: 3.3.A</p>
<p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p>T3: 101, 129, 241 T4: 31, 59, 227 T5: 111, 139, 271</p> <p>CCSLH: 3.3.A</p>
<p>f. Read words with inflectional endings.</p>	<p>T1: 171, 199 T2: 101, 129, 171, 199, 241, 255 T3: 31, 59, 171, 199, 227, 255 T4: 171, 199, 255 T5: 31, 59, 257 T6: 111, 139, 271 T7: 31, 59, 271</p> <p>CCSLH: 3.3.A</p>

Common Core State Standards • Grade 1

Page References

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

This Common Core State Standard is covered regularly when students work on high-frequency words during the Phonics lessons as well as when they read their decodable readers; page references cited are representative.

T1: 17, 157, 185

T2: 16, 45, 115

T3: 87, 157

T4: 45, 115

T5: 16–17, 125

T6: 16, 125

T7: 44, 125

T8: 58

SSB: 1, 3, 5, 6, 10, 11, 14, 15, 17, 19, 21, 23, 26, 27

CCSLH: 3.3.B

Fluency

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

This Common Core State Standard is covered during the Fluency Presentation in Weeks 1–4, Day 5; page references show the pattern within the program.

T1: 76, 146, 216, 286

T2: 76, 146, 216, 286

T3: 76, 146, 216, 286

T4: 76, 146, 216, 286

T5: 76, 156, 236, 316

T6: 76, 156, 236, 316

T7: 76, 156, 236, 316

T8: 76, 156, 236, 316

CCSLH: 3.4.A

Common Core State Standards • Grade 1

Page References

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

This Common Core State Standard is covered during the Fluency lesson on Days 1–4 every week for all eight units; page references cited from Week 1 are representative and show the pattern within the program.

- T1:** 11, 27, 41, 55
- T2:** 11, 27, 41, 55
- T3:** 11, 27, 41, 55
- T4:** 11, 27, 41, 55
- T5:** 11, 27, 41, 55
- T6:** 11, 27, 41, 55
- T7:** 11, 27, 41, 55
- T8:** 11, 27, 41, 55

CCSLH: 3.4.A

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

This Common Core State Standard is covered during the Fluency lesson on Days 2, 3, and 4 of every week for all eight units; page references cited from Week 1 are representative and show the pattern within the program.

- T1:** 27, 41, 55
- T2:** 27, 41, 55
- T3:** 27, 41, 55
- T4:** 27, 41, 55
- T5:** 27, 41, 55
- T6:** 27, 41, 55
- T7:** 27, 41, 55
- T8:** 27, 41, 55

CCSLH: 3.4.A

Common Core State Standards • Grade 1**Page References**

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

T1: 42, 252

T2: 42, 252

T3: 169, [172–173, 174–175, 176, 177], 197

T7: 189, [192–193, 194–195, 196, 197]

T8: 202, [206–207, 208–209, 210, 211], 282

CCSLH: 3.4.A

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

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

Production and Distribution of Writing

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

Research to Build and Present Knowledge

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

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Writing Standards

Text Types and Purposes

<p>1. 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>T2: 234, 248, 262, 276 T3: 24, 52, 66 T4: 234, 248, 262, 276</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>T2: 94, 108, 122, 136 T6: 80–87, 160–167 T7: 240–247, 320–327</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>T3: 164, 178, 192, 206 T4: 94, 108, 122, 136 T5: 240–247, 320–327 T6: 240–247, 320–327 T8: 80–87, 160–167</p> <p>CCSLH: 4.1.C</p>

Common Core State Standards • Grade 1

Page References

Production and Distribution of Writing

4. (Begins in grade 3)

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.

This Common Core State Standard is covered during Independent Writing in Units 1–4 on Day 4 and in Units 5–8 within the Writing Process lessons; page references cited are representative.

T2: 66, 136, 206, 276

T3: 66, 136, 206, 276

T4: 66, 136, 206, 276

T5: 164–165, 246, 324

T6: 86, 164, 246, 324

T7: 86, 164, 246, 324

T8: 86, 164, 246, 324

CCSLH: 4.2.A

Common Core State Standards • Grade 1

Page References

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

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

eTools21: Writing Tool

T1: 123, 165, 263

T3: 235

T6: 244

T8: 84

eTools21: Interactive Glossary

T1: 66

T3: 66

T6: 86

T8: 86

eTools21: Story Starter

T1: 123, 165, 249

T2: 95, 193

T3: 109, 276

T6: 264

T8: 104

C CSLH: 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).

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

T2: 70–75, 140–146, 210–215, 280–286

T3: 70–75, 140–146, 210–215, 280–286

T4: 70–75, 140–146, 210–215, 280–286

T6: 70–75, 150–156, 230–235, 310–316

T8: 70–75, 140–146, 210–215, 280–286

C CSLH: 4.3.A

Common Core State Standards • Grade 1

Page References

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

T2: 73, 213
T3: 73, 213
T4: 72, 213
T5: 73, 233
T6: 73, 160, 233
T7: 73, 233
T8: 72, 232–233

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

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

T1: 15, 25, 30, 39, 44, 53, 58, 67, 71–72, 74–75

T2: 15, 25, 30, 39, 44, 53, 58, 67, 71–72, 74–75

T3: 15, 25, 30, 39, 44, 53, 58, 67, 71–72, 74–75

T4: 15, 25, 30, 39, 44, 53, 58, 67, 71–72, 74–75

T5: 15, 25, 30, 39, 44, 53, 58, 67, 71–72, 74–75

T6: 15, 25, 30, 39, 44, 53, 58, 67, 71–72, 74–75

T7: 15, 25, 30, 39, 44, 53, 58, 67, 71–72, 74–75

T8: 15, 25, 30, 39, 44, 53, 58, 67, 71–72, 74–75

CCSLH: 5.1.A

- 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).

T1: 73, 212

T2: 72

T3: 72, 141

T4: 143

T5: 150–151, 232, 310–313

T6: 150, 153, 310

T7: 150, 153, 310–313

T8: 150, 310

PC1: 217

CCSLH: 5.1.A

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Page References

b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

T1: 74–75, 144–145, 214–215
T2: 74–75, 144–145, 214–215
T3: 74–75, 144–145, 214–215
T4: 74–75, 144–145, 214–215
T5: 74–75, 154–155, 234–235
T6: 74–75, 154–155, 234–235
T7: 74–75, 154–155, 234–235
T8: 74–75, 154–155, 234–235

CCSLH: 5.1.A

c. Ask questions to clear up any confusion about the topics and texts under discussion.

T3: 169, 170, [172–173, 174–175, 176, 177], 197, 239, [242–243, 244–245, 246, 247], 267, [270–271, 272–273, 274, 275]
T5: 109, [112–113, 114–115, 116, 117]

CCSLH: 5.1.A

2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

T1: 66, 136, 146, 206, 276
T2: 66, 136, 206, 276
T3: 29, 30, 57, 58, 66, 99, 100, 127, 136, 206, 276, 286
T4: 66, 136, 206, 276
T5: 156, 327
T6: 167, 268–269
T7: 167, 268–269, 296–297, 327
T8: 167, 327

CCSLH: 5.1.B

3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

T1: 66, 136, 146, 206, 276
T2: 66, 136, 206, 276
T3: 66, 136, 206, 276, 286
T4: 66, 136, 206, 276
T5: 156, 327
T6: 167
T7: 167, 327
T8: 167, 327

CCSLH: 5.1.B

Common Core State Standards • Grade 1

Page References

Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

T1: 12, 28, 84, 98, 154
T2: 12, 28, 84, 98, 154, 178, 206
T3: 12, 28, 84, 98, 154
T4: 12, 28, 84, 98, 154, 206
T6: 42, 282

CCSLH: 5.2.A

5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

T3: 276
T4: 248, 282–283
T5: 312, 327
T6: 166, 312, 326
T7: 166, 312, 326
T8: 166, 326

CCSLH: 5.2.B

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

T1: 52, 66, 122, 136, 192, 262
T2: 52, 58, 122, 192, 262
T3: 52, 58, 122, 192, 262
T4: 52, 122, 192, 262
T5: 85, 163, 166–167, 191, 245, 323, 325–327
T6: 85, 163–167, 245, 325–327
T7: 85, 163, 164, 245, 323, 324, 325–327
T8: 85, 163, 165, 166–167, 245, 323, 324–325, 326–327

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.

T1: 52, 122, 192, 262**T2:** 52, 122, 192, 262**T3:** 52, 122, 192, 262**T4:** 52, 122, 192, 262**T5:** 85, 163, 166–167, 245, 323, 325–327**T6:** 85, 163–167, 245, 325–327**T7:** 85, 163, 245, 323, 325–327**T8:** 85, 163, 165, 166–167, 245, 323, 324–325, 326–327**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

Common Core State Standards • Grade 1

Page References

<p>a. Print all upper- and lowercase letters.</p>	<p>T1: 87, 157, 227 T2: 17, 87, 157, 227 T4: 17, 87, 157, 227 T5: 16, 97, 177, 257 T7: 16, 97, 177, 257</p> <p>CCSLH: 6.1.A</p>
<p>b. Use common, proper, and possessive nouns.</p>	<p>T2: 52, 66, 122, 136, 192, 206 T3: 66</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>T3: 262, 276 T4: 192 T5: 323</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>T5: 85, 163, 245, 323 T7: 245</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>T2: 171, 199, 255 T4: 52, 122, 136, 262, 276</p> <p>CCSLH: 6.1.D</p>
<p>f. Use frequently occurring adjectives.</p>	<p>T2: 178 T6: 42, 85, 163, 245, 323 T7: 162–163</p> <p>CCSLH: 6.1.F</p>
<p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p>	<p>T8: 85</p> <p>CCSLH: 6.1.H</p>

Common Core State Standards • Grade 1	Page References
h. Use determiners (e.g., articles, demonstratives).	CCSLH: 6.1.F
i. Use frequently occurring prepositions (e.g., <i>during</i> , <i>beyond</i> , <i>toward</i>).	CCSLH: 6.1.H
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	T1: 122, 136, 192, 206, 211, 262, 276 T8: 85, 163 CCSLH: 6.1.B
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	T5: 246–247, 325 T6: 86–87, 164–165, 247, 325 T7: 86–87, 164–165, 247, 325 T8: 87, 165, 246–247, 324–325 CCSLH: 6.1.I, 6.1.J, 6.1.K
a. Capitalize dates and names of people.	T2: 122, 136, 192, 262, 276 T6: 247 CCSLH: 6.1.I
b. Use end punctuation for sentences.	T1: 38, 66, 122, 192, 262 T2: 38, 178 T3: 38, 108, 178 T4: 38, 108, 178, 248 T5: 246–247, 325 T6: 86–87, 164–165, 247, 325 T7: 86–87, 164–165, 247, 325 T8: 87, 163, 165, 246–247, 324–325 CCSLH: 6.1.J
c. Use commas in dates and to separate single words in a series.	T8: 245 CCSLH: 6.1.J

Common Core State Standards • Grade 1

Page References

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

This Common Core State Standard is covered daily in Unit 1, Weeks 2–4 and Units 2–8, Weeks 1–4 through the Spelling Pretest, Practice, and Posttest; page references cited demonstrate the pattern within the program.

T1: 87, 101, 115, 129, 146, 157, 171, 185, 199, 216, 226, 241, 255, 269, 286

T2: 17, 31, 45, 59, 76, 87, 101, 115, 129, 146, 157, 171, 185, 199, 216, 226, 241, 255, 269, 286

T5: 17, 31, 45, 59, 76, 97, 111, 125, 139, 156, 177, 191, 205, 219, 236, 257, 271, 285, 299, 316

CCSLH: 6.1.K

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

T1: 66, 87, 136, 157, 206, 227, 276

T2: 17, 66, 97, 136, 177, 206, 257, 276

T3: 17, 66, 97, 136, 177, 206, 257, 276

T4: 17, 66, 97, 136, 177, 206, 257, 276

T5: 17, 97, 177, 257

T6: 17, 97, 177, 257

T7: 17, 97, 177, 257

T8: 17, 97, 177, 257

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><i>This Common Core State Standard is covered in all eight units on Week 4, Day 3 as part of multiple vocabulary strategy instruction; page references cited are representative.</i></p> <p>T1: 252 T2: 252 T3: 252 T4: 252 T5: 282 T6: 282 T7: 282 T8: 282</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>T1: 42, 252 T2: 42, 44, 252 T8: 202, [206–207, 208–209, 210, 211], 282</p> <p>CCSLH: 6.2.B</p>
<p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p>	<p>T6: 31, 59, 191, 219, 257, 285, 299 T8: 31, 45, 59, 111, 139, 257, 271</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>T2: 101, 129, 171, 199, 241, 255, 269 T3: 171, 199, 255</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>T3: 182 T6: 122 T7: 202, 204, [206–207, 208–209, 210, 211], 282 T8: 122, [126–127, 128–129, 130, 131], 282</p> <p>CCSLH: 6.2.D, 6.2.E</p>

Common Core State Standards • Grade 1	Page References
<p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>T1: 182 T6: 202, 204, [206–207, 208–209, 210, 211], 282 C CSLH: 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>T6: 136, 202 T7: 56 C CSLH: 6.2.D</p>
<p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<p><i>This Common Core State Standard is covered each time students begin reading a new selection; page references cited from Week 1 are representative.</i></p> <p>T1: 13, [18–19, 20–21, 22, 23], [46–47, 48–49, 50, 51] T2: 13, [18–19, 20–21, 22, 23], [46–47, 48–49, 50, 51] T3: 13, [18–19, 20–21, 22, 23], [46–47, 48–49, 50, 51] T4: 13, [18–19, 20–21, 22, 23], [46–47, 48–49, 50, 51] T5: 13, [32–33, 34–35, 36, 37] T6: 13, [32–33, 34–35, 36, 37] T7: 13, [32–33, 34–35, 36, 37] T8: 13, [32–33, 34–35, 36, 37] C CSLH: 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>T7: 202, 204, 282 T8: 122 C CSLH: 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>T1: 15, 25, 53, 86, 165 T2: 44, 95, 123, 137 T3: 165, 193, 207 T4: 86, 98, 235, 266, 277 T5: 24, 52, 66 T6: 15, 138, 176 T7: 15, 96 T8: 15, 28, 176 C CSLH: 6.2.F</p>

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

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

Reading Standards for Literature

Key Ideas and Details

<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>T1: 135, 154, 166, 190, 224 T2: 154, 166, 190, 224 T3: [98–99, 100–101, 102, 103], [122–123, 124–125, 126, 127], 154, 166, 190, 205, 224 T4: 154, 166, 190, 224 T5: 154, 166, 190, 224 T6: 154, 166, 190, 224 T7: 154, 166, 190, 224 T8: 154, 166, 190, 224</p> <p>SSB: 15, 20, 28</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>T1: 177–178, [180–181, 182–183, 184, 185] T5: 154, 210, 280 T7: 177, [180, 182–183, 184, 185] T8: 134</p> <p>WMC: 36–37</p> <p>CCSLH: 1.1.B</p>
<p>3. Describe how characters in a story respond to major events and challenges.</p>	<p>T1: 154, 178, 204 T3: 154, 166 T5: 178 T8: 84, 134, 154, 166, 167, 178, [180–181, 182–183, 184, 185], 190</p> <p>CCSLH: 1.1.C</p>

Common Core State Standards • Grade 2

Page References

Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

T3: 211
T5: 177–178, [180–181, 182–183, 184, 185], 204
T7: 70–71, 74, 77

CCSLH: 1.2.A

5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

T3: 178–179, [180–181, 182–183, 184, 185], 204
T5: 210–211, 214
T8: 210–211, 281

WMC: 36–37

CCSLH: 1.2.B

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

This Common Core State Standard appears when students practice Readers’ Theater. The Readers’ Theater plays, role assignments, and process are part of the ePlanners for Units 2, 4, and 6.

T2: 289

T4: 289

T6: 289

eTools21: ePlanner

CCSLH: 1.2.C

Integration of Knowledge and Ideas

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

T1: 154, 177–178, 179
T2: 154, 178
T3: 154, 178, 179, 191
T8: 167, 176, 177, 191, 247

eBook versions of the Literature Big Book and Differentiated Readers

CCSLH: 1.3.A

Common Core State Standards • Grade 2	Page References
8. (Not applicable to literature)	
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	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 and poetry, in the grades 2–3 text complexity and proficiently, with scaffolding as needed at the high end of the range.	This Common Core State Standard is basic to the instructional design of the program. The leveling system in combination with the program acceleration plan ensure that by the end of the year all students read and comprehend proficiently within appropriate readability levels for that grade. See <i>Program Implementation Guide</i> pages 9, 40–42 for the plan and T7: 310; T8: 312 for Lexile® scores at the end of the year.
Reading Standards for Informational Text	
Key Ideas and Details	
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.	T1: 60 T3: 25 [28–29, 30–31, 32, 33], 95, [98–99, 100–101, 102, 103] T6: 234–235, [238–239, 240–241, 242, 243] T7: 235, [238–239, 240–241, 242, 243] CCSLH: 2.1.A
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	T1: 25, 48–49, 95, 118–119 T2: 177, [180–181, 182–183, 184,185], 246–247, [250–251, 252–253, 254, 255] T5: 235, [238–239, 240–241, 242, 243], 259 T7: 95, [98–99, 100–101, 102, 103] CCSLH: 2.1.B
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	T4: 12–13, 26, 38, 50, 84, 96, 108, 120 T5: 12–13, 26, 38, 50, 84, 96, 108, 120 T6: 12–13, 26, 38, 50, 70–71, 74–75, 84, 96, 108, 120 CCSLH: 2.1.C, 2.1.D, 2.1.E

Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	<p>T1: 36, 38, [40–41, 42–43, 44, 45], 246 T2: 106, 108, [110–111, 112–113, 114, 115]</p> <p>CCSLH: 2.2.A</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>T1: 38, 108 T2: 38, 108 T3: 38 T5: 38 T6: 38–39 T7: 38, 51 T8: 38–39</p> <p>CCSLH: 2.2.B</p>
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<p>T1: 37, 38, [40–41, 42–43, 44, 45], 84, 108, [110–111, 112–113, 114, 115] T2: 247 T3: 247 T4: 247 T6: 247 T7: 248 T8: 248</p> <p>CCSLH: 2.2.C</p>

Integration of Knowledge and Ideas

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<p>T1: 64 T3: 108 T4: 38, 83–84, 108 T5: 108 T6: 107 T7: 108 T8: 108</p> <p>CCSLH: 2.3.A</p>
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Common Core State Standards • Grade 2	Page References
<p>8. Describe how reasons support specific points the author makes in a text.</p>	<p>T2: 177–178, [180–181, 182–183, 184, 185], 246–247 T7: 107</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>T2: 64–65, 67, [226–227, 228–229, 30, 31], 274–275, 277 T4: 64, 67, [226–227, 228–229, 230, 231], 244, 274–275, 277 T6: 64–65, 67, 104, 134–135, 137, [226–227, 228–229, 230, 231] T8: 64, 67, [226–227, 228–229, 230, 231], 274–275, 277</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>This Common Core State Standard is basic to the instructional design of the program. The leveling system in combination with the program acceleration plan ensure that by the end of the year all students read and comprehend proficiently within appropriate readability levels for that grade. See <i>Program Implementation Guide</i> pages 9, 40–42 for the plan and T7: 310; T8: 312 for Lexile® scores at the end of the year.</p>
<p>Reading Standards: Foundational Skills</p>	
<p>Phonics and Word Recognition</p>	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><i>This Common Core State Standard is regularly covered during daily Word Work instruction; page references cited are representative.</i></p> <p>T1: 14, 26, 38, 84, 108, 154, 178, 224, 236, 248, 260 T2: 14, 26, 38, 84, 108, 154, 178, 224, 236, 248, 260 T3: 14, 26, 38, 84, 108, 154, 178, 224, 236, 248, 260 T4: 14, 26, 38, 84, 108, 154, 178, 224, 236, 248, 260 T5: 14, 26, 38, 84, 108, 154, 178, 224, 236, 248, 260 T6: 14, 26, 38, 84, 108, 154, 178, 224, 236, 248, 260 T7: 14, 26, 38, 84, 108, 154, 178, 224, 236, 248, 260 T8: 14, 26, 38, 84, 108, 154, 178, 224, 236, 248, 260</p> <p>CCSLH: 3.1.A, 3.1.B</p>

Common Core State Standards • Grade 2	Page References
<p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p>T1: xix, 14, 38, 84, 108–109, 154, 178–179, 236 T2: 14, 38, 84–85, 108, 224, 236 T8: 14, 38, 84, 108, 154</p> <p>CCSLH: 3.1.A</p>
<p>b. Know spelling-sound correspondences for additional common vowel teams.</p>	<p>T1: 84, 178, 236 T2: 14, 108 T4: 14, 84, 108, 178, 224, 236 T5: 84, 178, 236</p> <p>CCSLH: 3.1.A</p>
<p>c. Decode regularly spelled two-syllable words with long vowels.</p>	<p>T1: 166, 190, 249 T7: 96, 120, 236 T8: 236, 260</p> <p>CCSLH: 3.1.A</p>
<p>d. Decode words with common prefixes and suffixes.</p>	<p>T5: 26, 50, 96, 120, 224, 236 T6: 96, 166, 236, 248–249, 260–261 T7: 166, 190 T8: 166</p> <p>CCSLH: 3.1.A</p>
<p>e. Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>T1: 154, 178, 236, 248 T2: 84 T7: 14, 84, 108, 154, 178, 224, 236, 248</p> <p>CCSLH: 3.1.A</p>

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Page References

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

This Common Core State Standard is covered regularly when students work with high-frequency words during the Phonics lessons, as well as when they read their Decodable Readers; page references cited are representative.

T1: 14, 84, 154

T3: 14, 84, 154

T5: 14, 84, 154

T7: 14, 84, 154

SSB: 1, 2, 3, 9, 10, 11, 17, 18, 19, 25, 26, 27

CCSLH: 3.1.B

Fluency

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

This Common Core State Standard is covered during the Fluency Presentation in Weeks 1–4, Day 5; page references show the pattern within the program.

T1: 66, 136, 206, 276

T2: 66, 136, 206, 276

T3: 66, 136, 206, 276

T4: 66, 136, 206, 276

T5: 66, 136, 206, 276

T6: 66, 136, 206, 276

CCSLH: 3.2.A

Common Core State Standards • Grade 2

Page References

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

This Common Core State Standard is covered during the Fluency lesson on Days 1–4 every week for all eight units. Page references cited from Week 1 are representative and show the pattern within the program.

T1: 15, 27, 39, 51

T3: 15, 27, 39, 51

T5: 15, 27, 39, 51

T7: 15, 27, 39, 51

CCSLH: 3.2.A

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

This Common Core Standard is covered during the Fluency lesson on Days 2, 3, and 4 of every week for all eight units. Page references cited from Week 1 are representative and show the pattern within the program.

T2: 27, 39, 51

T4: 27, 39, 51

T6: 27, 39, 51

T8: 27, 39, 51

CCSLH: 3.2.A

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

T1: 36, 38, [40–41, 42–43, 44, 45]

T2: 106, 108, [110–111, 112–113, 114, 115]

T3: 165–166, [168–169, 170–171, 172, 173], 189, 259

T5: 95, [98–99, 100–101, 102, 103], 119

T7: 165, [168–169, 170–171, 172, 173], 188–189

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, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>T6: 210–217, 280–287</p> <p>PC1: 139 PC2: 139</p> <p>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>T2: 210–217, 280–287 T4: 70–77, 140–147 T5: 70–77, 140–147</p> <p>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>T1: 210–217, 280–287 T2: 70–77, 140–147 T3: 70–77, 140–147, 210–217, 280–287 T5: 210–217, 280–287 T8: 210–217, 280–287</p> <p>CCSLH: 4.1.C</p>

Production and Distribution of Writing

4. (Begins in grade 3)

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Page References

5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

This Common Core State Standard is covered within the Writing Process lessons in each of the eight units. Page references cited are representative and show the pattern within the program.

- T1:** 144–147, 216–217, 284–285
- T2:** 76–77, 144–145, 216–217, 284–285
- T3:** 76–77, 144–145, 216–217, 284–285
- T4:** 76–77, 144, 216–217, 284–285
- T5:** 76–77, 144–145, 216–217, 284–285
- T6:** 76–77, 144–145, 216–217, 284–285
- T7:** 76–77, 144–145, 216–217, 284–285
- T8:** 76–77, 144–145, 216–217, 284–285

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.

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

eTools21: Writing Tool

- T3:** 232, 277
- T4:** 92, 144, 217
- T6:** 74, 142, 214
- T8:** 76, 144, 284

eTools21: Interactive Glossary

- T3:** 76, 216, 284
- T4:** 77, 284
- T6:** 76, 144, 216
- T8:** 215

eTools21: Story Starter

- T3:** 34, 116
- T4:** 34, 207
- T6:** 92, 162
- T8:** 137, 232

CCSLH: 4.2.A

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Page References

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).

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

T1: 60–65,130–136, 200–205, 270–276

T2: 60–65,130–136, 200–205, 270–276

T3: 60–65,130–136, 200–205, 270–276

T4: 60–65, 130–136, 200–205, 270–276

T5: 60–65, 130–136, 200–205, 270–276

T6: 60–65,130–136, 200–205, 270–276

T7: 60–65,130–136, 200–205, 270–276

T8: 60–65,130–136, 200–205, 270–276

CCSLH: 4.3.A

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

T1: 130, 203

T2: 63, 203, 212–213, 280–281

T3: 63, 203

T4: 130, 203

T5: 63, 203

T6: 63, 203

T7: 63, 203

T8: 63, 203

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.

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

T1: 22, 34, 38, 60–63, 64–65, 84, 108, 116, 128, 134–135, 154, 200–203, 224, 274–275, 286

T2: 13, 26, 67, 120, 130–133, 162, 186, 200–203, 204–205, 236, 256, 270–273, 274–275

T3: 22, 50, 60–63, 64–65, 92, 134–135, 174, 186, 190, 200–203, 212, 274–275, 280

T4: 46, 58, 70, 108, 130–133, 154, 200–203, 204–205, 260, 268, 270–273, 274–275

T5: 22, 34, 46, 60–63, 64–65, 70, 108, 120, 134–135, 198, 200–203, 225, 274–275

T6: 26, 46, 67, 84, 116, 130–133, 146, 189, 200–203, 204–205, 214, 270–273, 274–275

T7: 13, 60–63, 64–65, 92, 96, 104, 116, 134–135, 142, 166, 200–203, 256, 274–275

T8: 34, 46, 50, 92, 130–133, 154, 200–203, 204–205, 210, 232, 260, 270–273, 274–275

CCSLH: 5.1.A

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Page References

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).

T1: 63, 131, 144–145, 202, 205, 271
T2: 62, 130, 133, 144, 289
T3: 61, 144, 201, 270–271, 275, 284
T4: 61, 63, 130, 131, 201, 202, 205, 271
T5: 63, 130, 144, 205, 216, 271, 285
T6: 130, 133, 205, 216, 276
T7: 63, 65, 144, 201, 271
T8: 62, 63, 133, 144, 202

PC1: 290

PC2: 290

CCSLH: 5.1.A

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

T1: 67, 132, 133, 207, 270, 275
T2: 62–63, 67, 130, 203, 270
T3: 67, 137, 130, 270
T4: 131,137, 207
T5: 61, 131, 207, 272, 271
T6: 67, 131, 207
T7: 67, 131, 277
T8: 131,137, 207

SSV: 9

CCSLH: 5.1.A

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

T1: 135, 136
T2: 201, 202, 271
T3: 27, [28–29, 30–31, 32, 33], 49, [52–53, 54–55, 56, 57], 136, 204–205, 276
T4: 65, 136, 275, 289
T5: 135, 205, 276
T6: 65, 135, 136, 234–235, [238–239, 240–241, 242, 243]
T7: 136, 205, 235, 276
T8: 65, 135, 275, 276

PC1: 290
PC2: 290

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.

T1: 13, 50, 166, 236
T2: 38, 84, 146, 284, 286
T3: 26, 96, 142, 145, 212
T4: 76, 84, 154, 190, 223–224
T5: 70, 140, 147, 190, 236
T6: 50, 76, 84, 147, 166, 178
T7: 38, 120, 210, 248
T8: 13, 96, 144, 214, 286

eBook versions of the Literature and Concept Big Books and Differentiated Readers

CCSLH: 5.1.B

Common Core State Standards • Grade 2	Page References
<p>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.</p>	<p>T1: 130–131, 136, 276 T2: 76, 136, 276 T3: 136, 205, 216, 276 T4: 136, 144, 276 T5: 136, 147, 276 T6: 136, 216, 276 T7: 136, 276, 284 T8: 76, 136, 276</p> <p>CCSLH: 5.1.C</p>
<p><i>Presentation of Knowledge and Ideas</i></p>	
<p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>T1: 216, 272–273, 284, 287 T2: 76, 132–133, 147 T3: 216, 284–285 T4: 272–273 T5: 216, 284, 287 T6: 132–133 T7: 272–273 T8: 216, 284, 287</p> <p>DR1: 83 DR2: 83 DR4: 83 DR5: 83 DR6: 83</p> <p>CCSLH: 5.2.A, 5.2.B</p>

Common Core State Standards • Grade 2	Page References
<p>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.</p>	<p>T1: 273, 287 T2: 132, 147, 272, 293 T3: 286 T4: 286 T5: 132, 287 T7: 137 T8: 287</p> <p>CCSLH: 5.2.C</p>
<p>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.)</p>	<p>T1: 72–73, 74–75, 140–141, 215, 216–217, 282–285 T2: 76–77, 143–145, 210–211 T3: 144–145, 215, 283–285 T4: 71, 76–77, 284–285 T5: 144–145, 216–217 T6: 70–71, 75, 143–145, 216–217, 285 T7: 74, 76–77, 215, 284–285 T8: 70–71, 77, 140–141, 216–217</p> <p>CCSLH: 5.2.D</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 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.

T1: 143, 146–147, 215–217, 283–285, 287
T2: 76–77, 144–145, 146–147, 216–217, 285, 287
T3: 75–77, 143–145, 146–147, 215–217, 283–285, 286–287
T4: 75–77, 143–145, 146–147, 215–217, 287–285, 287
T6: 75–77, 143–145, 146–147, 215, 217, 285, 287

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

- a. Use collective nouns (e.g., *group*).

CCSLH: 6.1.B

Common Core State Standards • Grade 2	Page References
<p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>	<p>T1: 53 T2: 143 T5: 25 T7: 155, 190, 191</p> <p>C CSLH: 6.1.B</p>
<p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p>	<p>C CSLH: 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>T3: 283 T4: 75, 153</p> <p>C CSLH: 6.1.C</p>
<p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>T6: 75, 215, 283 T7: 211, 213</p> <p>C CSLH: 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>T1: 74, 75, 143, 215 T3: 145 T4: 145 T8: 145</p> <p>C CSLH: 6.1.A</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>T1: 146–147, 216–217, 284–285, 287 T2: 76–77, 144–145, 146–147, 216–217, 285, 287 T3: 76–77, 144–145, 146–147, 216–217, 284–285, 286–287 T4: 76–77, 144–145, 146–147, 216–217, 284–285, 287 T6: 76–77, 144–145, 146–147, 217, 285, 287</p> <p>C CSLH: 6.1.G, 6.1.H, 6.1.I</p>
<p>a. Capitalize holidays, product names, and geographic names.</p>	<p>T3: 77 T7: 85 T8: 75</p> <p>C CSLH: 6.1.G</p>

Common Core State Standards • Grade 2	Page References
<p>b. Use commas in greetings and closings of letters.</p>	<p>T8: 70–71, 215</p> <p>PC2: 285</p> <p>CCSLH: 6.1.H</p>
<p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p>T1: 96, 97, 120, 237</p> <p>T2: 142</p> <p>T3: 26, 27, 224</p> <p>T4: 215, 283</p> <p>PC1: 142</p> <p>CCSLH: 6.1.H</p>
<p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p>	<p><i>This Common Core State Standard is covered daily in Units 1–8, Weeks 1–4 through the Spelling Pretest, Practice, and Posttest; page references cited demonstrate the pattern within the program.</i></p> <p>T1: 14–15, 85, 155, 225</p> <p>T3: 14, 85, 155, 225</p> <p>T5: 15, 85, 155, 225</p> <p>CCSLH: 6.1.I</p>
<p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>T1: 146</p> <p>T2: 285</p> <p>T6: 145, 285</p> <p>T7: 285</p> <p>CCSLH: 6.1.I</p>

Common Core State Standards • Grade 2

Page References

Knowledge of Language

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

T1: 143, 146–147, 215–217, 283–285, 287
T2: 76–77, 144–145, 146–147, 216–217, 285, 287
T3: 75–77, 143–145, 146–147, 215–217, 283–285, 286–287
T4: 75–77, 143–145, 146–147, 215–217, 287–285, 287
T6: 75–77, 143–145, 146–147, 215, 217, 285, 287

CCSLH: 6.2.A

a. Compare formal and informal uses of English.

T1: 72–73
T8: 71, 77

CCSLH: 6.2.A

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.

This Common Core State Standard is covered in all eight units on Week 4, Day 3 as part of multiple vocabulary strategy instruction; page references cited are representative.

T1: 246
T2: 246
T3: 246
T4: 246
T5: 246
T6: 246
T7: 246
T8: 246

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

a. Use sentence-level context as a clue to the meaning of a word or phrase.

T1: 36, 37, 246
T2: 106, 107, 246

CCSLH: 6.3.B

Common Core State Standards • Grade 2	Page References
<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, tell/retell</i>).</p>	<p>T5: 26, 27, 166, 167, 190, 224, 225, 260, 261 T6: 166, 167, 190, 248, 249 T7: 237</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, additional</i>).</p>	<p>T2: 13 T4: 37, 179, 223 T5: 83 T6: 15, 49, 85 T7: 83</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, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p>	<p>T2: 223 T3: 167, 224, 225 T4: 39, 96, 179 T7: 155 T6: 51</p> <p>CCSLH: 6.3.D</p>
<p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>T1: 106, 145, 247 T2: 76, 176, 177, 216, 247, 284 T3: 76, 216 T4: 77, 284 T5: 189, 284 T7: 76, 284 T8: 215</p> <p>CCSLH: 6.3.E</p>
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>T1: 48 T2: 119 T3: 106–107 T5: 176, 177 T8: 49, 106, 107</p> <p>CCSLH: 6.3.F</p>

Common Core State Standards • Grade 2	Page References
<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><i>This Common Core State Standard is covered each time students begin reading a new selection; page references from Week 1 are representative.</i></p> <p>T1: 11, [28–29, 30–31, 32, 33] T2: 11, [28–29, 30–31, 32, 33] T3: 11, [28–29, 30–31, 32, 33] T4: 11, [28–29, 30–31, 32, 33] T5: 11, [28–29, 30–31, 32, 33] T6: 11, [28–29, 30–31, 32, 33] T7: 11, [28–29, 30–31, 32, 33] T8: 11, [28–29, 30–31, 32, 33]</p> <p>CCSLH: 6.3.F</p>
<p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>	<p>T6: 13, 36–37, 247 T7: 281</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>T1: 13, 116, 162, 164, 186 T3: 13, 22, 34, 36, 58, 174 T6: 58, 75, 92, 128, 215, 283</p> <p>CCSLH: 6.3.G</p>

Common Core State Standards • GRADE 3

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

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

KEY

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

Reading Standards for Literature

Key Ideas and Details

<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>T1: 164, 176 T3: 151 T4: 164, 176 T5: [154–155, 156–157, 158, 159] T6: 203 T7: 188, [190–191, 192–193, 194, 195] T8: [28–29, 30–31, 32, 33]</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>T3: 151, [154–155, 156–157, 158, 159], 164 T5: 38, 151, [154–155, 156–157, 158, 159], 175, 176, [178–179, 180–181, 182, 183] T6: [178–179, 180–181, 182, 183] T7: 202–203 T8: 176, 236, 268–271</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>T3: 175, 176 T5: 176, [178–179, 180–181, 182, 183], 268, 270, 272 T7: 277 T8: 172</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>T2: 164, 174, 176, [178–179, 180–181, 182, 183], 234 T4: 174 T8: 174</p> <p>CCSLH: 1.2.A, 1.2.B</p>
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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.

T1: 176, 202–203, 213
T2: 165, 224, 268–269
T3: 176, [178–179, 180–181, 182, 183]
T5: 268–271, 276
T6: 268–275
T7: [178–179, 180–181, 182, 183], 268–269
T8: 176

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

6. Distinguish their own point of view from that of the narrator or those of the characters.

T3: 236–237
T5: 164–165
T7: 164, 274–275
T8: 64, 176

CCSLH: 1.2.F

Integration of Knowledge and Ideas

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).

T1: 163
T2: 164
T3: 164, 174
T4: 174
T5: 151, [154–155, 156–157, 158, 159]
T7: 174, 177
T8: 174, 188, 236–237

CCSLH: 1.3.A

8. (Not applicable to literature)

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).

CCSLH: 1.3.B

Common Core State Standards • Grade 3

Page References

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 2–3 text complexity band independently and proficiently.

This Common Core State Standard is basic to the instructional design of the program. The leveling system in combination with the program acceleration plan ensure that by the end of the year all students read and comprehend proficiently within appropriate readability levels for that grade. See *Program Implementation Guide* pages 9, 40–42 for the plan and **T7:** 306; **T8:** 308 for Lexile® scores at the end of the year.

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.

T3: 25, 26, [28–29, 30–31, 32, 33], 49, [52–53, 54–55, 56, 57], 85, 86, [88–89, 90–91, 92, 93]
T6: 25, 26, [28–29, 30–31, 32, 33]
T8: 25, 26–27
CCSLH: 2.1.A

2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

T1: 25, [28–29, 30–31, 32, 33], 85, 86, 109
T5: 25, 26, [28–29, 30–31, 32, 33], 49, 50
T6: 235
T7: 25, 26–27, 49, 50–51
T8: 97, 98, [100–101, 102–103, 104, 105]
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.

T2: 37, 38, 97, 98, [100–101, 102–103, 104, 105], [238–239, 240–241, 242, 243]
T3: 235
T5: 248
T6: 86, 248–249
T7: 248
CCSLH: 2.1.C, 2.1.D, 2.1.E

Craft and Structure

<p>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>.</p>	<p>T1: 96, 98, 234 T2: 96, 234, 236 T3: 36, 38, 96, 98, [100–101, 102–103, 104, 105], 234 T4: 36, 38, [40–41, 42–43, 44, 45], 234 T5: 96, 98 T6: 36, 38, 96, 234 T7: 96, 234 T8: 234</p> <p>CCSLH: 2.2.A, 2.2.B</p>
<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>T1: 38–39, 258 T2: 38–39, 61, 98, 122 T5: 38, 98 T6: 38 T7: 38 T8: 38, 98–99, 122</p> <p>eTools21: Inquiry Project Online Units 2–8 Steps 3 and 6</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>T3: 236 T4: 176</p> <p>CCSLH: 2.2.D</p>

Integration of Knowledge and Ideas

<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>T1: 98 T2: 98–99, [100–101, 102–103, 104, 105] T3: 26, 38, 98 T4: 26, 50 T5: 12–13 T6: 86 T7: 26, 36, 38, 98 T8: 38, 86</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>T1: 248 T2: 248–249 T3: 235, 248–249 T5: 13, 248–249 T6: 37, 97, [100–101, 102–103, 104, 105], 248–249 T7: 248–249</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>T1: 64–65, 196, 202–203, 262–263 T2: 118, 124–125, 262–263 T3: 64–65, 124–125 T4: 118, 224 T5: 64–65, 124–125 T6: 224 T7: 124–125, 262–263 T8: 124–125, 262–263</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.

This Common Core State Standard is basic to the instructional design of the program. The leveling system in combination with the program acceleration plan ensure that by the end of the year all students read and comprehend proficiently within appropriate readability levels for that grade. See *Program Implementation Guide* pages 9, 40–42 for the plan and **T7**: 306; **T8**: 308 for Lexile® scores at the end of the year.

Reading Standards: Foundational Skills

Phonics and Word Recognition

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

This Common Core State Standard is regularly covered during daily Word Work instruction; page references cited are representative.

T1: 14, 27, 39, 74, 87, 99, 212, 225, 237

T2: 14, 27, 39, 74, 87, 99, 212, 225, 237

T3: 14, 27, 39, 74, 87, 99, 212, 225, 237

T5: 14, 27, 39, 74, 87, 99, 212, 225, 237

T7: 14, 27, 39, 74, 87, 99, 212, 225, 237

T8: 14, 27, 39, 74, 87, 99, 212, 225, 237

CCSLH: 3.1.A

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

T1: 39, 51, 177, 189

T3: 39, 51, 177, 189

T4: 39, 51, 177, 189

T5: 39, 51, 177, 189

T6: 99, 111, 237, 249

T8: 39, 51, 177, 189

CCSLH: 3.1.A

- b. Decode words with common Latin suffixes.

T6: 99, 111, 237, 249

CCSLH: 3.1.A

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c. Decode multisyllable words.

T1: 51, 177, 189
T2: 99, 111
T3: 51, 177
T4: 51, 189
T5: 51

CCSLH: 3.1.A

d. Read grade-appropriate irregularly spelled words.

This Common Core State Standard is covered during Small Group lessons on Days 2–4 when students encounter irregularly spelled words in their Differentiated Readers; page references cited are representative.

T1: [28–29, 30–31, 32, 33], [40–41, 42–43, 44, 45], [52–53, 54–55, 56, 57]
T3: [88–89, 90–91, 92, 93], [100–101, 102–103, 104, 105], [112–113, 114–115, 116, 117]
T5: [166–167, 168–169, 170, 171], [178–179, 180–181, 182, 183], [190–191, 192–193, 194, 195]
T7: [28–29, 30–31, 32, 33], [40–41, 42–43, 44, 45], [52–53, 54–55, 56, 57]
T8: [226–227, 228–229, 230, 231], [238–239, 240–241, 242, 243], [250–251, 252–253, 254, 255]

DR1: 6–26
DR3: 28–47
DR5: 50–67
DR7: 6–23
DR8: 68–88

CCSLH: 3.1.A

Fluency

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

This Common Core State Standard is covered during the Fluency Presentation in Weeks 1–4, Day 5; page references show the pattern within the program.

T1: 66, 126, 204, 264

T2: 66, 126, 204, 264

T3: 66, 126, 204, 264

T4: 66, 126, 204, 264

T5: 66, 126, 204, 264

T6: 66, 126, 204, 264

T7: 66, 126, 204, 264

T8: 66, 126, 204, 264

CCSLH: 3.2.A

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

This Common Core State Standard is covered during the Fluency lesson on Days 1–4 every week for all eight units. Page references cited from Week 1 are representative and show the pattern within the program.

T1: 15, 27, 39, 51

T2: 5, 27, 39, 51

T3: 15, 27, 39, 51

T4: 5, 27, 39, 51

T5: 15, 27, 39, 51

T6: 5, 27, 39, 51

T7: 15, 27, 39, 51

T8: 5, 27, 39, 51

CCSLH: 3.2.A

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Page References

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

This Common Core State Standard is covered during the Fluency lesson on Days 2, 3, and 4 of every week for all eight units. Page references cited from Week 1 are representative and show the pattern within the program.

T1: 27, 39, 51

T2: 27, 39, 51

T3: 27, 39, 51

T4: 27, 39, 51

T5: 27, 39, 51

T6: 27, 39, 51

T7: 27, 39, 51

T8: 27, 39, 51

CCSLH: 3.2.A

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

T3: 96, [100–101, 102–103, 104, 105], 163, [166–167, 168–169, 170, 171]

T5: 96

T6: 85, [88–89, 90–91, 92, 93]

T7: 96, [100–101, 102–103, 104, 105]

T8: 85 [88–89, 90–91, 92, 93]

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>T4: 130–145</p> <p>DR7: 91 DR8: 91</p> <p>SSW: 15, 17, 32</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>T4: 132–137, 141</p> <p>CCSLH: 4.1.A</p>
<p>b. Provide reasons that support the opinion.</p>	<p>T4: 134–135, 139–140</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>CCSLH: 4.1.A</p>
<p>d. Provide a concluding statement or section.</p>	<p>T4: 136–137</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>T2: 130–145 T3: 130–145, 268–283 T5: 130–145 T6: 130–145 T7: 130–145</p> <p>DR6: 91</p> <p>SSW: 5, 27</p> <p>CCSLH: 4.1.B</p>

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Page References

<p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	<p>T2: 132–133, 136–137, 139, 144 T3: 132–133, 136–137, 144, 270–271, 274, 282 T5: 132–133, 136–139, 144 T6: 130–137, 144 T7: 132–133, 136–137, 144</p> <p>CCSLH: 4.1.B</p>
<p>b. Develop the topic with facts, definitions, and details.</p>	<p>T2: 136–137, 138–139 T3: 272–275 T5: 140–141 T7: 134–135</p> <p>CCSLH: 4.1.B</p>
<p>c. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</p>	<p>T6: 136–137 T7: 136–137</p> <p>CCSLH: 4.1.B</p>
<p>d. Provide a concluding statement or section.</p>	<p>T3: 138–139 T5: 140–141 T7: 138–139</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>T1: 268–283 T2: 268–283 T5: 268–283 T7: 268–283 T8: 268–283</p> <p>SSW: 7, 8, 14, 16, 24, 29</p> <p>CCSLH: 4.1.C</p>

Common Core State Standards • Grade 3	Page References
<p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>T1: 270–273 T2: 270–271, 272–275 T5: 270–274, 276–277 T7: 270–271, 272–275 T8: 270–275</p> <p>CCSLH: 4.1.C</p>
<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>T1: 276–277 T2: 274–277 T5: 274 T7: 276–277</p> <p>CCSLH: 4.1.C</p>
<p>c. Use temporal words and phrases to signal event order.</p>	<p>T1: 274–275 T2: 279 T8: 279</p> <p>SSW: 10, 18</p> <p>CCSLH: 4.1.C</p>
<p>d. Provide a sense of closure.</p>	<p>T2: 272–273 T7: 274, 279 T8: 273</p> <p>CCSLH: 4.1.C</p>

Production and Distribution of Writing

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.)

This Common Core State Standard is covered when students set writing goals in the Writing Process lessons in each of the eight units; page references cited are representative.

T1: 269
T2: 131, 269
T3: 131, 269
T4: 131, 269, 282
T5: 131, 269
T6: 131, 269, 278
T7: 131, 269
T8: 131, 139, 269

CCSLH: 4.2.A

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.)

This Common Core State Standard is covered within the Writing Process lessons in each of the eight units. Page references cited are representative.

T1: 268–273, 278–281
T2: 130–135, 140–143, 268–273, 278–281
T3: 130–135, 140–143, 268–273, 278–281
T4: 130–135, 140–143, 268–273, 278–281
T5: 130–137, 142–143, 268–273, 278–281
T6: 130–135, 140–143, 268–270, 272–274, 278–281
T7: 130–135, 140–143, 268–273, 278–281
T8: 130–131, 134, 136, 138, 140–143, 268–273, 278–281

CCSLH: 4.2.A

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.

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

eTools21: Writing Tool

T1: 141, 278

T2: 137, 275, 277

T3: 137, 139, 142, 275, 277

T4: 137, 277

T5: 144, 280

T6: 140, 271

T7: 142, 275

T8: 135, 277

eTools21: Interactive Glossary

T1: 142

T2: 140, 279

T3: 140, 278

T4: 141, 278

T5: 142, 278

T6: 141, 279

T7: 141, 278

T8: 140, 279

eTools21: Story Starter

T1: 82, 184

T2: 58, 94

T3: 34, 184

T4: 22, 220

T5: 34, 184

T6: 46, 244

T7: 58, 232

T8: 82, 184

eTools21: Inquiry Project Online

Unit 7 Step 6 Part 1 (Online Debate)

CCSLH: 4.2.A

Research to Build and Present Knowledge

<p>7. Conduct short research projects that build knowledge about a topic.</p>	<p><i>This Common Core State Standard is covered during Inquiry in Weeks 1–4, Day 5; page references cited are representative.</i></p> <p>T1: 60–65, 120–125, 198–203, 258–264 T2: 60–65, 120–125, 198–203, 258–264 T3: 60–65, 120–125, 198–203, 258–264 T4: 60–65, 120–125, 198–203, 258–264 T5: 60–65, 120–125, 198–203, 258–264 T6: 60–65, 120–125, 198–203, 258–264 T7: 60–65, 120–125, 198–203, 258–264 T8: 60–65, 120–125, 198–203, 258–264</p> <p>CCSLH: 4.3.A</p>
<p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>T1: 61, 122–123, 199, 258–259 T2: 61, 63, 123 T3: 61, 63, 122, 132–135, 137, 201 T4: 144 T5: 63, 120, 133–135, 201 T6: 63, 120, 134, 200 T7: 63, 120–121 T8: 63, 122–123, 200</p> <p>CCSLH: 4.3.A</p>
<p>9. (Begins in grade 4)</p>	

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.

This Common Core State Standard is covered during Daily Writing on Weeks 1–4, Days 1–5 as well as during the Writing Process lessons for all units; page references cited are representative.

T1: 130–145, 268–283

T2: 22, 34, 46, 58, 67, 130–145, 268–283

T4: 82, 94, 106, 118, 127, 130–145, 268–283

T5: 130–145, 160, 172, 184, 196, 205, 268–283

T7: 130–145, 220, 232, 244, 256, 265, 268–283

T8: 22, 94, 130–145, 184, 265, 268–283

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.

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

T1: 26, 160, 164, 198–201, 262–263

T2: 26, 60–63, 106, 202–203, 248

T3: 60–63, 73, 124–125, 176, 244

T4: 64–65, 82, 98, 198–201

T5: 38, 64–65, 120–123, 184, 224

T6: 67, 124–125, 164, 258–261

T7: 34, 86, 120–123, 202–203, 236

T8: 64–65, 176, 198–201, 224

CCSLH: 5.1.A

- 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.

T1: 22, 38, 46, 58, 94, 98, 122, 198–199, 258–259

T2: 22, 26, 64–65, 94, 106, 122–123, 200, [214–215, 216–217, 218, 219]

T3: 22, 122–123, 184, 200, 224, 232, 244, 260

T4: 38, 86, 124–125, 160, 200, [214–215, 216–217, 218, 219], 256, 260

T5: 26, 122–125, 176, 184, 232, 260

T6: 34, 64–65, 122–123, 127, 164, 200, [214–215, 216–217, 218, 219], 232, 248, 260

T7: 22, 122–123, 176, 202–203, 260

T8: 26, 46, 176, 200, 260, 262–263

CCSLH: 5.1.A

Common Core State Standards • Grade 3	Page References
<p>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).</p>	<p>T1: 61, 142–143, 258–259, 278–279 T2: 62, 140 T3: 62, 259, 278 T4: 140, 200 T5: 61, 125, 142, 200 T6: 62, 140, 278 T7: 61, 122, 140 T8: 122, 259, 278</p> <p>CCSLH: 5.1.A</p>
<p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p>T1: 61, 203, 278–279 T2: 62, 145, 203, 278 T3: 62, 140, 145, 278, 283 T4: 62, 140 T5: 61, 142, 278 T6: 62, 125, 140, 203, 278 T7: 62, 140, 200–203, 278 T8: 62, 140, 259, 278</p> <p>CCSLH: 5.1.A</p>
<p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>T2: 64–65, 82, 94, 106, 124–125, 202–203, 262–263 T4: 64–65, 124–125, 202–203, 220, 232, 244, 262–263 T6: 64–65, 124–125, 160, 172, 202–203, 262–263 T8: 64–65, 124–125, 202–203, 262–263</p> <p>CCSLH: 5.1.A</p>

Common Core State Standards • Grade 3

Page References

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.

T1: 26, 86, 98, 188, 198–199, 224, 262, 265
T2: 26, 67, 86, 98, 127, 205, 224, 265
T3: 98, 124
T5: 26, 84–86, 120–121, 127, 145, 188, 265
T6: 26, 86, 98, 164–165, 175, 176, 236
T7: 26, 50, 67, 98–99, 127, 198–199, 259, 263, 283
T8: 26, 67, 97, 120–121, 205, 283

DR2: 89
DR3: 48
DR4: 46
DR5: 89
DR7: 89

This standard is also supported as students use the following digital features:

eBooks
eTools21: Inquiry Project Online

CCSLH: 5.1.B

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

T1: 142–143, 264, 278–279
T2: 140, 145, 203, 264, 283
T3: 140, 264, 278, 283
T4: 65, 140, 145, 264, 278, 283
T5: 145, 263–264, 278
T6: 140, 264
T7: 140, 145, 264, 278, 283
T8: 65, 125, 140, 145, 264, 278

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.

T1: 64, 66, 124, 126, 202, 204, 262, 264, 279, 283
T2: 66, 126, 145, 204, 264, 283
T3: 64, 66, 124, 126, 140, 204, 264, 278, 283
T4: 66, 126, 140, 145, 204, 264, 278, 283
T5: 64, 66, 124, 126, 145, 202, 204, 262, 264, 278, 283
T6: 64, 66, 124, 126, 145, 204, 264, 278, 283
T7: 66, 126, 145, 204, 264, 278
T8: 66, 126, 145, 207, 264, 283

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.

T1: 259, 282–283
T2: 144, 198–199, 201, 282–283
T3: 144–145, 198–199, 282–283
T4: 145, 198–199, 282–283
T5: 144, 198–199, 282–283
T6: 144–145, 282
T7: 144, 198–199, 282–283
T8: 198–199, 282–283

DR3: 91

eTools21: Inquiry Project Online
 Unit 7 Step 6 Part 1 (Podcast)

CCSLH: 5.2.D

Common Core State Standards • Grade 3**Page References**

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.)

T1: 135, 143, 145, 283

T2: 140, 145, 283

T3: 140, 145, 279, 283

T4: 135, 140–141, 145, 275, 283

T5: 135, 137, 138–139, 275, 283

T6: 138–139, 141, 143, 145, 273, 277, 279, 283

T7: 135, 137, 140–141, 143, 145, 278, 281, 283

T8: 135, 137, 140–141, 275, 283

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 figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Language Standards

Conventions of Standard English

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>T1: 277, 279, 280–283 T2: 141–145, 279–283 T3: 141–145, 279–283 T4: 139, 141–145, 279–283 T5: 139, 141, 143–145, 279, 280–283 T6: 141, 142–145, 277, 279–283 T7: 141, 142–145, 279, 280–283 T8: 141–145, 279–283</p> <p>CCSLH: 6.1.A, 6.1.B, 6.1.C, 6.1.D, 6.1.E, 6.1.F, 6.1.G</p>
<p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>	<p>T2: 143, 275 T3: 141, 143, 273, 275, 281 T4: 139, 141, 273, 275, 279, 281 T5: 135, 137 T6: 141, 143, 273, 275, 277, 279 T7: 135, 137</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>T2: 141, 273, 279, 281 T3: 135</p> <p>CCSLH: 6.1.B</p>
<p>c. Use abstract nouns (e.g., <i>childhood</i>).</p>	<p>T1: 108 T3: 246 T7: 48–49, 246 T8: 48, 246</p> <p>CCSLH: 6.1.B</p>

Common Core State Standards • Grade 3

Page References

<p>d. Form and use regular and irregular verbs.</p>	<p>T1: 99, 111 T3: 143, 275, 279 T4: 135</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>T3: 143, 275</p> <p>CCSLH: 6.1.C</p>
<p>f. Ensure subject-verb and pronoun-antecedent agreement.</p>	<p>T1: 99, 111 T6: 141, 143, 279, 281 T7: 137</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>T4: 141, 275 T5: 99, 111, 237, 249 T7: 99, 111, 237, 249</p> <p>CCSLH: 6.1.E, 6.1.F</p>
<p>h. Use coordinating and subordinating conjunctions.</p>	<p>T7: 281 T8: 137</p> <p>CCSLH: 6.1.G</p>
<p>i. Produce simple, compound, and complex sentences.</p>	<p>T7: 281 T8: 137</p> <p>CCSLH: 6.1.A</p>

Common Core State Standards • Grade 3	Page References
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>T1: 280–281 T2: 142–143, 280–281 T3: 142–143, 280–281 T4: 142–143, 280–281 T5: 143, 280–281 T6: 142–143, 280–281 T7: 142–143, 280–281 T8: 142–143, 280–281</p> <p>CCSLH: 6.1.H, 6.1.I, 6.1.J</p>
<p>a. Capitalize appropriate words in titles.</p>	<p>CCSLH: 6.1.H</p>
<p>b. Use commas in addresses.</p>	<p>CCSLH: 6.1.I</p>
<p>c. Use commas and quotation marks in dialogue.</p>	<p>T5: 281 T6: 137 T7: 276–277, 280</p> <p>CCSLH: 6.1.I</p>
<p>d. Form and use possessives.</p>	<p>T2: 281 T3: 137 T6: 277</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>T1: 66, 126, 204, 264 T2: 66, 126, 212, 264 T3: 66, 99, 111, 126, 204, 237, 249, 264 T4: 66, 126, 204, 264 T5: 66, 126, 204, 212, 225, 264 T6: 14, 66, 126, 135, 152, 204, 212, 225, 249, 264 T7: 66, 126, 204, 264 T8: 66, 126, 204, 264</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>T3: 14, 74, 152, 212 T4: 74, 152, 212 T5: 212 T6: 14, 27, 51 T8: 74, 212</p> <p>CCSLH: 6.1.J</p>
<p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</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>T1: 277, 279, 280–283 T2: 141–145, 279–283 T3: 141–145, 279–283 T4: 139, 141–145, 279–283 T5: 139, 141, 143–145, 279, 280–283 T6: 141, 142–145, 277, 279–283 T7: 141, 142–145, 279, 280–283 T8: 141–145, 279–283</p> <p>CCSLH: 6.2.A, 6.2.B</p>
<p>a. Choose words and phrases for effect.</p>	<p>T1: 133, 276–277 T2: 177, 276–277 T4: 138–139, 272–273 T6: 138–139, 270–271, 277 T8: 134–135</p> <p>CCSLH: 6.2.A</p>
<p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>T8: 132–133, 276–277</p> <p>CCSLH: 6.2.B</p>

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.

This Common Core State Standard is covered in all eight units on Week 4, Day 3 as part of multiple vocabulary strategy instruction; page references cited are representative.

T1: 234
T2: 234
T3: 234
T4: 234
T5: 234
T6: 234
T7: 234
T8: 234

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

- a. Use sentence-level context as a clue to the meaning of a word or phrase.

T1: 96, 98, 234
T3: 96, 98, [101, 103, 104, 105], 234
T5: 96, 98, 234
T7: 96, 234

CCSLH: 6.3.B

- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).

T1: 39, 177, 189
T3: 39, 177
T4: 39, 177
T5: 39, 51, 177
T6: 111, 237

CCSLH: 6.3.C

- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).

T1: 48
T8: 85, 108

CCSLH: 6.3.C

Common Core State Standards • Grade 3

Page References

d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

T4: 36, 38, [40–41, 42–43, 44, 45], 234

eTools21: Interactive Glossary

T2: 140

T3: 140, 278

T4: 141, 278

T5: 142, 278

T6: 141, 279

T7: 141, 279

T8: 140, 279

CCSLH: 6.3.D

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

T1: 174

T7: 174

CCSLH: 6.3.E, 6.3.F

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

T2: 96, 234

T3: 25

T6: 96–97

CCSLH: 6.3.E

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

This Common Core State Standard is covered each time students begin reading a new selection; page references from Week 1 are representative.

T1: 11, [28–29, 30–31, 32, 33]

T2: 11, [28–29, 30–31, 32, 33]

T3: 11, [28–29, 30–31, 32, 33]

T4: 11, [28–29, 30–31, 32, 33]

T5: 11, [28–29, 30–31, 32, 33]

T6: 11, [28–29, 30–31, 32, 33]

T7: 11, [28–29, 30–31, 32, 33]

T8: 11, [28–29, 30–31, 32, 33]

CCSLH: 6.3.F

Common Core State Standards • Grade 3	Page References
<p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	<p>Lessons to address this standard are being developed and will be available online.</p> <p>T1: 174</p> <p>CCSLH: 6.3.F</p>
<p>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., <i>After dinner that night we went looking for them</i>).</p>	<p>T2: 11, 13, 22, 24, 48, 72, 84, 108</p> <p>T3: 150, 162, 175, [178–179, 180–181, 182, 183], 186, 235, [238–239, 240–241, 242, 243]</p> <p>T5: 11, 13, 22, 24, 48, 61</p> <p>T6: 11, 13, 22, 24, 48, 72, 84, 108</p> <p>T8: 134–135, 150, 162, 186, 276</p> <p>CCSLH: 6.3.G</p>

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

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

Reading Standards for Literature

Key Ideas and Details

<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>T1: [154–155, 156–157, 158, 159], 163, [166–167, 168–169, 170, 171], 187–188, [190–191, 192–193, 194, 195], 211, 247 T2: 188–189 T3: 188, [190–191, 192–193, 194, 195] T4: 188, [190–191, 192–193, 194, 195], [250–251, 252–253, 254, 255] T5: 188 T6: 188 T8: 188, [190–191, 192–193, 194, 195] C CSLH: 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>T3: 163, [166–167, 168–169, 170, 171], 187, [190–191, 192–193, 194, 195], 223, [226–227, 228–229, 230, 231] T6: [88–89, 90–91, 92, 93], 184 T7: 184 T8: [88–89, 90–91, 92, 93], 176, [178–179, 180–181, 182, 183], 202 DR3: 78 DR8: 78 C CSLH: 1.1.B, 1.1.C</p>

Common Core State Standards • Grade 4

Page References

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).

T1: 164, 188, 262
T2: 134–135, 138
T3: 164, 176
T4: [154–155, 156–157, 158, 159]
T5: 187, 262
T6: 124, 176–177, 202
T7: 176, [178–179, 180–181, 182, 183], 202
T8: [154–155, 156–157, 158, 159], 270–271

DR1: 103
DR5: 103
DR6: 54, 80

CCSLH: 1.1.D, 1.1.E, 1.1.F

Craft and Structure

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).

T1: 174–175, 234
T2: 174–175, 234
T3: 174–175, 234
T4: 174–175, 234
T5: 174–175, 234
T6: 174–175, 234
T7: 174–175, 234
T8: 174–175, 234

TR: 207

CCSLH: 1.2.A, 1.2.B

Common Core State Standards • Grade 4	Page References
<p>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.</p>	<p>T1: 224, 225 T2: 224 T3: 130–134, 136, 138, 224 T4: 224–225 T5: 224–225 T6: 175, 224 T7: 224–225 T8: 15, 224–225</p> <p>CCSLH: 1.2.C</p>
<p>6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>T1: 151 T4: 262–263 T7: 268–269, 274–275 T8: 176, 275</p> <p>DR2: 54</p> <p>CCSLH: 1.2.D</p>
<p>Integration of Knowledge and Ideas</p>	
<p>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.</p>	<p>T2: 285, 287 T3: 198–201, 258–261 T4: 15, 285, 287 T6: 285, 287 T7: 153, 204</p> <p><i>This standard is also supported as students use the following digital feature:</i> eBooks</p> <p>CCSLH: 1.3.A</p>
<p>8. (Not applicable to literature)</p>	

Common Core State Standards • Grade 4

Page References

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.

T3: 202
T5: 172
T6: 175
T7: [190–191, 192–193, 194, 195], 196, 202–203, 262
T8: 202–203

DR7: 78
DR8: 78

TR: 204–209

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.

This Common Core State Standard is basic to the instructional design of the program. The leveling system in combination with the program acceleration plan ensure that by the end of the year all students read and comprehend proficiently within appropriate readability levels for that grade. See *Program Implementation Guide* pages 9, 40–42 for the plan and **T7:** 306; **T8:** 308 for Lexile® scores at the end of the year.

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.

T2: [16–17, 18–19, 20, 21], 50, [52–53, 54–55, 56, 57], 110
T4: 50, [52–53, 54–55, 56, 57]
T6: 25, [28–29, 30–31, 32, 33], 49–50, 110, 211
T7: 50, 110, 211
T8: 25, [28–29, 30–31, 32, 33], 110–111

CCSLH: 2.1.A

Common Core State Standards • Grade 4

Page References

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

T1: 25, 49
T5: 37, [40–41, 42–43, 44, 45], 97, [100–101, 102–103, 104, 105], 106
T6: 85–86, [88–89, 90–91, 92, 93], 109, [112–113, 114–115, 116, 117]
T7: 223 [226–227, 228–229, 230, 231], 247
T8: 85, [88–89, 90–91, 92, 93], 109

CCSLH: 2.1.B, 2.1.C

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.

T2: [16–17, 18–19, 20, 21], 26, 50
T3: 86
T4: [16–17, 18–19, 20, 21], 50
T5: 26, 38, 86
T6: [16–17, 18–19, 20, 21], 26, 50
T7: 86

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*.

T1: 36–37, 96–97, 234
T2: 36–37, 96–97, 234
T3: 36–37, 96–97, 234
T4: 36–37, 96–97, 234
T5: 36–37, 96–97, 234
T6: 36–37, 96–97, 234
T7: 36–37, 96–97, 234
T8: 36–37, 96–97, 234

CCSLH: 2.2.A, 2.2.B

Common Core State Standards • Grade 4

Page References

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.

T1: 248
T2: 248
T3: 248–249
T4: 175, [178–179, 180–181, 182, 183], 235, [238–239, 240–241, 242, 243], 248
T5: 248–249
T6: 248
T7: 248
T8: 248–249

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

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.

T1: 84, 96
T2: 36, 38
T3: 38–39
T4: 38–39
T5: 38–39
T6: 38–39, 237
T7: 38–39
T8: 38, 98

DR2: 28
DR3: 28
DR4: 28
DR5: 28
DR6: 28
DR7: 28
DR8: 28

CCSLH: 2.3.A

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Page References

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

T3: 236
T4: 236
T5: 37, 97
T6: 236
T7: 236
T8: 236

CCSLH: 2.3.B

9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

T1: 64–65, 67, 124–125, [214–215, 216–217, 218, 219], 224, 232
T3: 94, [214–215, 216–217, 218, 219], 224, 232, 248
T5: [214–215, 216–217, 218, 219], 224, 232
T7: [214–215, 216–217, 218, 219], 232

CCSLH: 2.3.C

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, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

This Common Core State Standard is basic to the instructional design of the program. The leveling system in combination with the program acceleration plan ensure that by the end of the year all students read and comprehend proficiently within appropriate readability levels for that grade. See *Program Implementation Guide* pages 9, 40–42 for the plan and **T7:** 306; **T8:** 308 for Lexile® scores at the end of the year.

Reading Standards: Foundational Skills

Phonics and Word Recognition

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

This Common Core State Standard is regularly covered during daily Word Work instruction; page references cited are representative.

T1: 14, 27, 39, 74, 87, 99, 212, 225, 237

T2: 14, 27, 39, 74, 87, 99, 212, 225, 237

T3: 14, 27, 39, 74, 87, 99, 212, 225, 237

T5: 14, 27, 39, 74, 87, 99, 212, 225, 237

T7: 14, 27, 39, 74, 87, 99, 212, 225, 237

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.

T1: 39, 51, 99, 177

T2: 39, 99, 177

T3: 39, 51, 74–75, 177

T4: 177

T5: 14–15, 165, 177

T6: 14–15, 74–75, 152–153, 177

T7: 14–15, 27, 74–75, 152–153, 177, 212–213

T8: 39, 177

CCSLH: 3.1.A

Fluency

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

This Common Core State Standard is covered during the Fluency Presentation in Weeks 1–4, Day 5; page references show the pattern within the program.

T1: 66, 126, 204, 264

T2: 66, 126, 204, 264

T3: 66, 126, 204, 264

T4: 66, 126, 204, 264

T5: 66, 126, 204, 264

T6: 66, 126, 204, 264

T7: 66, 126, 204, 264

T8: 66, 126, 204, 264

CCSLH: 3.2.A

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

This Common Core State Standard is covered during the Fluency lesson on Days 1–4 every week for all eight units. Page references cited from Week 1 are representative and show the pattern within the program.

T1: 15, 27, 39, 51

T3: 15, 27, 39, 51

T5: 15, 27, 39, 51

T7: 15, 27, 39, 51

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.

This Common Core State Standard is covered during the Fluency lesson on Days 2, 3, and 4 of every week for all eight units; page references cited from Week 1 are representative and show the pattern within the program.

T2: 27, 39, 51

T4: 27, 39, 51

T6: 27, 39, 51

T8: 27, 39, 51

CCSLH: 3.2.A

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

T1: 96

T2: 25, [28–29, 30–31, 32, 33]

T3: 96, [100–101, 102–103, 104, 105]

T7: 96, [100–101, 102–103, 104, 105], 234

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

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<p>T4: 130–145</p> <p>SSW: 24</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>T4: 132–137, 141</p> <p>CCSLH: 4.1.A</p>
<p>b. Provide reasons that are supported by facts and details.</p>	<p>T4: 134–135, 138–139</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>T4: 136–137</p> <p>CCSLH: 4.1.A</p>
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<p>T1: 268–283</p> <p>T3: 268–283</p> <p>T6: 130–145, 268–283</p> <p>T8: 130–145</p> <p>DR1: 104</p> <p>DR5: 105</p> <p>DR6: 104</p> <p>DR7: 107</p> <p>SSW: 12, 23, 31</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>T1: 268–275, 282–283 T3: 268–271, 274–276, 282 T6: 130–133, 138–139, 144, 268–276, 282, 288 T8: 130–137, 144</p> <p>SSW: 31</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>T1: 276–277 T3: 271–275, 279 T6: 134–135 T8: 138–139</p> <p>SSW: 12</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>T6: 268–269, 276</p> <p>SSW: 23</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>T3: 276–277</p> <p>CCSLH: 4.1.B</p>
<p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>T3: 278–279 T6: 140–141, 276</p> <p>CCSLH: 4.1.B</p>

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Page References

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

T2: 130–145, 268–283
T5: 268–283
T7: 130–145, 268–283
T8: 268–283

DR2: 105
DR3: 105
DR6: 105

SSW: 6, 8, 14, 19, 26, 28, 32

CCSLH: 4.1.C

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

T2: 132–137, 270–273
T5: 270–275
T7: 132–135, 270–275
T8: 270–273

SSW: 8, 14, 26, 28

CCSLH: 4.1.C

b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

T2: 138–139, 274
T7: 136–137

DR4: 105

CCSLH: 4.1.C

c. Use a variety of transitional words and phrases to manage the sequence of events.

SSW: 8, 19, 26, 28

CCSLH: 4.1.C

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d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

T1: 132
T2: 134–139, 274–275
T7: 140–141, 276–277
T8: 274–277

CCSLH: 4.1.C

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

T7: 139, 277

CCSLH: 4.1.C

Production and Distribution of Writing

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.)

This Common Core State Standard is covered when students set writing goals in the Writing Process lessons in each of the eight units; page references cited are representative.

T1: 269
T2: 131, 269
T3: 131, 269, 282
T4: 131, 269, 276
T5: 131, 269
T6: 131, 133, 269
T7: 131, 144, 259, 269–270
T8: 131, 269, 276–277

CCSLH: 4.2.A

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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.)

This Common Core State Standard is covered within the Writing Process lessons in each of the eight units; page references cited are representative.

T1: 268–273, 278–281

T2: 130–135, 140–143, 268–273, 278–281

T3: 130–131, 134–136, 140–143, 268–275, 280–281

T4: 130–135, 140–143, 268–271, 274–275, 278–281

T5: 130–135, 140–143, 268–273, 278–281

T6: 130–137, 142–143, 268–273, 278–281

T7: 130–135, 140–143, 268–273, 278–281

T8: 130–135, 140–143, 268–273, 278–281

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 one page in a single sitting.

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

eTools21: Writing Tool

T1: 143, 277

T2: 139, 277

T3: 139, 277

T4: 137, 277

T5: 137, 277

T6: 141, 277

T7: 137, 275

T8: 137, 277

eTools21: Interactive Glossary

T1: 132, 279

T2: 140, 279

T3: 141, 281

T4: 140, 279

T5: 278

T6: 139, 279

T7: 140, 279

T8: 141, 279

eTools21: Story Starter

T1: 82, 184

T2: 58, 94

T3: 34, 184

T4: 22, 220

T5: 34, 184

T6: 46, 244

T7: 58, 232

T8: 82, 184

CCSLH: 4.2.A

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><i>This Common Core State Standard is covered during Inquiry in Weeks 1–4, Day 5; page references cited are representative.</i></p> <p>T1: 60–65, 120–125, 198–203, 258–264 T2: 60–65, 120–125, 198–203, 258–264 T3: 60–65, 120–125, 198–203, 258–264 T4: 60–65, 120–125, 198–203, 258–264 T5: 60–65, 120–125, 198–203, 258–264 T6: 60–65, 120–125, 198–203, 258–264 T7: 60–65, 120–125, 198–203, 258–264 T8: 60–65, 120–125, 198–203, 258–264</p> <p>CCSLH: 4.3.A</p>
<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>T1: 122–123, 201, 258 T2: 61, 63, 122–123, 200 T3: 61, 63, 122, 200, 270–275, 282 T4: 200, 288 T5: 144 T6: 132–137, 200, 270–271, 289 T7: 282 T8: 132–133</p> <p>CCSLH: 4.3.A</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><i>This Common Core State Standard is covered during Inquiry in Weeks 1–3, Day 5 for all units; page references cited are representative.</i></p> <p>T2: 65, 120–123, 125, 203 T3: 65, 120–123, 125, 203 T5: 65, 120–123, 125, 203 T8: 65, 120–123, 125, 203</p> <p>CCSLH: 4.3.B</p>

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Page References

a. Apply *grade 4 Reading standards* 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].”).

T1: 188
T4: 188
T6: 176
T7: 176, 188–189
T8: 188

CCSLH: 4.3.B

b. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

T2: 50, 110
T3: 50, [52–53, 54–55, 56, 57], 110, [112–113, 114–115, 116, 117]
T4: 50, [52–53, 54–55, 56, 57], 110
T5: 37, 97, 110
T6: 50, 110, [112–113, 114–115, 116, 117], 188
T7: 50
T8: 110

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.

This Common Core State Standard is covered during Daily Writing in Weeks 1–4, Days 1–5 as well as during the Writing Process lessons for all units; page references cited are representative.

T1: 130–145, 268–283
T2: 22, 34, 46, 58, 67, 130–145, 268–283
T5: 130–145, 160, 172, 184, 196, 205, 268–283
T7: 130–145, 220, 232, 244, 256, 265, 268–283

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

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

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

T1: 22, 64–65, 120–123, 202–203

T2: 22, 60–63, 120–123, 198–201, 258–261

T3: 22, 124–125, 262–263

T4: 22, 60–63, 120–123, 198–201, 258–261

T5: 22, 64–65, 124–125, 202–203, 262–263

T6: 22, 60–63, 198–201

T7: 22, 64–65, 124–125, 198–201, 258–261

T8: 22, 60–63, 120–123, 198–201, 258–261

CCSLH: 5.1.A

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Page References

<p>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>	<p>T2: 26, 64–65, 122, 202–203, [214–215, 216–217, 218, 219] T3: 22, 124–125, 205 T4: 46, 202–203, [214–215, 216–217, 218, 219], 262–263 T6: 22, 64–65, 94, 122, 202–203, [214–215, 216–217, 218, 219]</p> <p>CCSLH: 5.1.A</p>
<p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>T1: 60–61, 142–143 T2: 61, 259, 278 T3: 200–201, 259 T4: 120–121, 140, 259, 278 T5: 61, 122, 200, 278 T6: 62, 122, 200, 278 T7: 61, 122, 140, 200, 278 T8: 62, 122, 140, 278</p> <p>CCSLH: 5.1.A</p>
<p>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.</p>	<p>T2: 62–63, 145, 203, 263–264, 283 T4: 62–63, 65, 145, 264, 283 T6: 62–65, 145, 203, 264, 283 T8: 62–63, 65, 145, 259, 264, 283</p> <p>CCSLH: 5.1.A</p>
<p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>T3: 64–65, 82, 94, 106, 124–125, 202–203, 262–263 T5: 64–65, 124–125, 202–203, 220, 232, 244, 262–263 T7: 64–65, 124–125, 160, 172, 184, 202–203, 262–263</p> <p>CCSLH: 5.1.A</p>
<p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>T3: 175, [178–179, 180–181, 182, 183], 235, 274 T4: 261 T8: 200, 235, [238–239, 240–241, 242, 243]</p> <p>CCSLH: 5.1.B</p>

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

T1: 264, 278, 283
T2: 264
T4: 37, 140, 145
T5: 140, 264
T6: 142, 264
T7: 264, 283
T8: 140, 145, 283

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.

T1: 64, 124, 202, 262, 283
T2: 130–135, 140, 144–145, 175, 235, 259
T3: 64, 124, 145, 202, 262, 264
T4: 283
T5: 64, 124, 145, 202, 262, 264, 283
T6: 259, 264, 283
T7: 235, 259
T8: 64, 124, 202, 262, 283

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.

T2: 144, 282–283
T4: 144, 282–283
T6: 144, 282–283
T8: 144, 282–283

eTools21: Inquiry Project Online

Unit 3 Step 6 Part 1 (Video)

Unit 4 Step 6 Part 1 (Slide Show), Unit 4 Step 6 Part 1 (Digital Collage)

Unit 8 Step 6 Part 1 (Podcast), Unit 8 Step 6 Part 1 (Video)

DR5: 104

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

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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.)

T1: 135, 137, 141, 143–145, 152, 165, 177, 279–283

T2: 135, 137, 141–145, 165, 177, 204, 279–283

T3: 60, 141–145, 276–277, 279–283

T4: 141–145, 268–269, 273, 279–283

T5: 98–99, 141–145, 279–283

T6: 138–139, 141, 143–145, 279–283

T7: 141–145, 273, 275, 279–283

T8: 60, 133, 137, 141–145, 273, 275, 279–283

PC1: 200

PC2: 292

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

Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are identified. These Language Progressive Skills for grade 3 are shown following the Language Standards.

Conventions of Standard English

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>T1: 135, 137, 141, 143–145, 279–283 T2: 141–145, 279–283 T3: 141–145, 277, 279–283 T4: 141–145, 279–283 T5: 141–145, 279–283 T6: 139, 141, 143–145, 279–283 T7: 141–145, 279–283 T8: 142–145, 279–283</p> <p>CCSLH: 6.1.A, 6.1.B, 6.1.C, 6.1.D, 6.1.E, 6.1.F, 6.1.G</p>
<p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p>	<p>CCSLH: 6.1.D, 6.1.F</p>
<p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p>	<p>CCSLH: 6.1.C</p>
<p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p>	<p>CCSLH: 6.1.C</p>
<p>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>).</p>	<p>CCSLH: 6.1.E</p>
<p>e. Form and use prepositional phrases.</p>	<p>CCSLH: 6.1.G</p>
<p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	<p>T1: 135, 137, 141, 143, 273, 275, 279, 281 T2: 135, 137 T8: 141, 143, 273, 275</p> <p>CCSLH: 6.1.A</p>

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<p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p>	<p>T1: 152, 165, 177 T2: 142, 165, 177, 204 T7: 281 T8: 137</p> <p>CCSLH: 6.1.J</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>T1: 144, 280–281 T2: 142–143, 280–281 T3: 142–143, 280–281 T4: 142–143, 280–281 T5: 142–143, 280–281 T6: 143, 280–281 T7: 142–143, 280–281 T8: 142–143, 280–281</p> <p>CCSLH: 6.1.H, 6.1.I, 6.1.J</p>
<p>a. Use correct capitalization.</p>	<p>T1: 135 T2: 279 T3: 135</p> <p>CCSLH: 6.1.H</p>
<p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p>	<p>T3: 274 T6: 122 T8: 200</p> <p>CCSLH: 6.1.I</p>
<p>c. Use a comma before a coordinating conjunction in a compound sentence.</p>	<p>T1: 281 T2: 135, 137 T8: 273</p> <p>CCSLH: 6.1.I</p>

d. Spell grade-appropriate words correctly, consulting references as needed.

This Common Core State Standard is covered on Weeks 1–4, Days 1–5 in each of the eight units in the Spelling Pretest, Practice, Practice Test, and Posttest. Page references cited show the pattern within the program.

T1: 14, 27, 39, 51, 66

T4: 74, 87, 99, 111, 126

T7: 152, 165, 177, 189, 204

T8: 212, 225, 237, 249, 264

CCSLH: 6.1.J

Knowledge of Language

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

T1: 135, 137, 141, 143–145, 279–283

T2: 141–145, 279–283

T3: 141–145, 277, 279–283

T4: 141–145, 279–283

T5: 141–145, 279–283

T6: 139, 141, 143–145, 279–283

T7: 141–145, 279–283

T8: 142–145, 279–283

CCSLH: 6.2.A, 6.2.B, 6.2.C

a. Choose words and phrases to convey ideas precisely.

T3: 130–132, 136–139

T5: 134, 139, 141

T7: 276–277

T8: 136, 138, 274–275

CCSLH: 6.2.A

b. Choose punctuation for effect.

T1: 137, 141, 143, 273, 275

T2: 137

T6: 137

T8: 273

CCSLH: 6.2.B

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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).

T1: 132–133
T3: 276–277
T4: 276

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.

This Common Core State Standard is covered in all eight units on Week 4, Day 3 as part of multiple vocabulary strategy instruction; page references cited are representative.

T2: 234
T3: 234
T4: 234
T5: 234
T6: 234
T7: 234
T8: 234

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.

T1: 96
T3: 96
T7: 96
T8: 234

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*).

T1: 39, 51, 99, 111, 177, 189, 237, 249
T3: 39, 51, 177, 189
T5: 99, 111, 237, 249
T6: 39, 51, 237, 249

CCSLH: 6.3.C

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<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>T2: 98, 174–175, [178–179, 180–181, 182, 183] T4: 36–37 T7: 36–37</p> <p>DR2: 103</p> <p>eTools21: Interactive Glossary T1: 279 T2: 140, 279 T3: 141, 281 T4: 140, 279 T5: 141, 278 T6: 279 T7: 140, 279 T8: 141, 279</p> <p>CCSLH: 6.3.D</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>T2: 176–177, 202 T3: 36–37 T4: 96–97, 174–175 T6: 36–37, 174</p> <p>DR2: 78</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>T3: 132–133 T5: 174–175 T7: 174–175</p> <p>CCSLH: 6.3.E</p>

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<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>T2: 96 T6: 96</p> <p>PC1: 120–121</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>T1: 36–37 T2: 36–37 T4: 36–37 T5: 36–37, 234 T6: [52–53, 54–55, 56, 57] T7: 36–37 T8: 36–37</p> <p>CCSLH: 6.3.G</p>
<p>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., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<p>T2: 210, 220, 222–223, 256 T3: 210–211, 222–223, 244 T4: [16–17, 18–19, 20, 21], 24, 48, 84, [154–155, 156–157, 158, 159], 162, 186–187 T5: [154–155, 156–157, 158, 159], 160, 162 T6: [16–17, 18–19, 20, 21], 22, 24, 48, 162 T7: 210, [214–215, 216–217, 218, 219], 220, 222 T8: 210–211, [214–215, 216–217, 218, 219], 220, 222, 244, 246</p> <p>CCSLH: 6.3.H</p>

Language Progressive Skills

Below are the grade 3 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.

T4: 280

T5: 135, 142

CCSLH: 6.1.C, 6.1.D

3.3.a Choose words and phrases for effect.

T1: 132–133, 142–143, 274–275

T3: 36, 138, 140

T5: 96, 134–135, 138–139

T6: 36–37

T7: 136, 174, 276–277

T8: 277

CCSLH: 6.2.A

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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

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

Reading 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>T1: [154–155, 156–157, 158, 159], 163, [166–167, 168–169, 170, 171], 187, 188, [190–191, 192–193, 194, 195], 223, 247 T2: [250–251, 252–253, 254, 255] T3: 188, [190–191, 192–193, 194, 195] T4: [112–113, 114–115, 116, 117] T5: 188, [190–191, 192–193, 194, 195] T6: 188, [190–191, 192–193, 194, 195] T7: [112–113, 114–115, 116, 117] T8: [88–89, 90–91, 92, 93], [112–113, 114–115, 116, 117]</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>T1: 27, 86, 151, 176–177, [178–179, 180–181, 182, 183], 184, 202 T2: [88–89, 90–91, 92, 93], [112–113, 114–115, 116, 117], 202, 268–269 T3: 151, 202, 211, 236 T4: 202 T5: 176, 202, 236 T6: [88–89, 90–91, 92, 93], [100–101, 102–103, 104, 105], [112–113, 114–115, 116, 117], 151 T7: 124, 202 T8: 202</p> <p>DR4: 78 DR8: 54</p> <p>CCSLH: 1.1.B, 1.1.C</p>

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Page References

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).

T1: 151, 176–177, 202
T2: 262
T3: [100–101, 102–103, 104, 105], 176
T5: 124, 164, 176–177, [178–179, 180–181, 182, 183]
T6: 124, 202

DR8: 54

CCSLH: 1.1.D, 1.1.E, 1.1.F

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

T1: 174, 234, 236
T2: [178–179, 180–181, 182, 183]
T3: 174, 176–177, 234
T5: 174, 234
T6: [100–101, 102–103, 104, 105], 234
T7: [100–101, 102–103, 104, 105]

CCSLH: 1.2.A, 1.2.B

5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

T3: 164, 248–249
T5: 248
T6: 236, 248
T7: 130–141
T8: [100–101, 102–103, 104, 105], [112–113, 114–114, 116, 117], 124

DR8: 54

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

6. Describe how a narrator’s or speaker’s point of view influences how events are described.

T1: 64
T7: 269
T8: 176–177, [178–179, 180–181, 182, 183], 202

CCSLH: 1.2.F

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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).

T1: 162, 164, 174
T2: 176, 282–283
T3: 162, 164, 174, 282
T4: 289
T5: 163, 164, 174, 188–189

DR5: 104

eBook versions of the Theme and Differentiated Readers

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.

T1: 64–65
T2: 202–203, 262–263
T3: 124–125, 202–203
T4: 202–203
T5: 124–125, 202–203
T7: 124–125, 202–203
T8: 124–125

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.

This Common Core State Standard is basic to the instructional design of the program. The leveling system in combination with the program acceleration plan ensure that by the end of the year all students read and comprehend proficiently within appropriate readability levels for that grade. See *Program Implementation Guide* pages 9, 40–42 for the plan and **T7:** 306; **T8:** 308 for Lexile® scores at the end of the year.

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>T1: [16–17, 18–19, 20, 21], 50, [52–53, 54–55, 56, 57], 248, [250–251, 252–253, 254, 255] T2: 110, [112–113, 114–115, 116, 117] T6: 25, 26, [28–29, 30–31, 32, 33], 49, 50, [52–53, 54–55, 56, 57] T8: 85, 109, 110, [112–113, 114–15, 116, 117] 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>T2: 25, 26, [28–29, 30–31, 32, 33], 49, 50, [52–53, 54–55, 56, 57], 85, 86, [88–89, 90–91, 92, 93], 109, 110, [112–113, 114–115, 116, 117], 175, 176, 235 T5: 25, 26, [28–29, 30–31, 32, 33], 49 T6: 85, 86, 87, 109 T7: 37, 38, [40–41, 42–43, 44, 45] 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>T2: 13, [16–17, 18–19, 20, 21], 26, 27, 50, [76–77, 78–79, 80, 81], 98, 164 T3: 50 T4: [16–17, 18–19, 20, 21], 38, 50, 98 T5: 12, [16–17, 18–19, 20, 21] T6: 12–13, 38, [16–17, 18–19, 20, 21] T7: 26–27, 236 T8: 98 CCSLH: 2.1.D, 2.1.E, 2.1.F</p>

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Craft and Structure

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.

T1: 96, 98, [100–101, 102–103, 104, 105], 234
T3: 36, 96, 98, 163, 234
T5: 96, 234
T7: 96, 98, 234

CCSLH: 2.2.A, 2.2.B

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.

T1: 248
T2: 248–249
T3: 248
T4: 248–249
T5: 248–249
T6: 248–249
T7: 248–249
T8: 236, 239, 248–249

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.

T2: 164–165

TR: 99–126

CCSLH: 2.2.D

Integration of Knowledge and Ideas

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.

T1: 122–123, 124–125, 127, 198–201
T2: 60–63, 120–123, 198–201
T4: 60–63, 120–123, 198–201
T5: 60–63, 120–123, 198–201
T6: 60–63, 64–65, 67, 120–123, 198–201, 262–263, 265
T8: 60–63, 120–123, 198–201

CCSLH: 2.3.A

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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).

T1: 37, 97, 236–237
T2: 130–131, 138–139, 175, 176, 235, 236
T3: 236
T4: 236
T5: 236–237
T6: 236
T7: 37, 38, [40–41, 42–43, 44, 45], 236
T8: 236

CCSLH: 2.3.B

9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

T2: 64–65, 67, 124–125, 127, [214–215, 216–217, 218, 219], 224, 232
T4: 64–65, 67, [214–215, 216–217, 218, 219], 224, 232, 236, 248, 262–263, 265
T7: 64–65, 67, [214–215, 216–217, 218, 219], 224, 232, 262–263, 265
T8: 64–65, 67, [214–215, 216–217, 218, 219], 224, 232, 262–263, 265

CCSLH: 2.3.C

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 4–5 text complexity band independently and proficiently.

This Common Core State Standard is basic to the instructional design of the program. The leveling system in combination with the program acceleration plan ensure that by the end of the year all students read and comprehend proficiently within appropriate readability levels for that grade. See *Program Implementation Guide* pages 9, 40–42 for the plan and **T7:** 306; **T8:** 308 for Lexile® scores at the end of the year.

Reading Standards: Foundational Skills

Phonics and Word Recognition

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

This Common Core State Standard is regularly covered during daily Word Work instruction; page references cited are representative.

T1: 14, 27, 39, 74, 87, 99, 212, 225, 237

T2: 14, 27, 39, 74, 87, 99, 212, 225, 237

T3: 14, 27, 39, 74, 87, 99, 212, 225, 237

T4: 14, 27, 39, 74, 87, 99, 212, 225, 237

T5: 14, 27, 39, 74, 87, 99, 212, 225, 237

T6: 14, 27, 39, 74, 87, 99, 212, 225, 237

T7: 14, 27, 39, 74, 87, 99, 212, 225, 237

T8: 14, 27, 39, 74, 87, 99, 212, 225, 237

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.

T1: 39, 99; 237

T2: 39, 51, 99, 177, 189

T3: 51, 177

T4: 14–15, 39, 74–75, 99, 152, 177, 212, 237

T5: 39

T6: 152, 212

T7: 14–15, 74, 111, 152, 212

T8: 14, 74

CCSLH: 3.1.A

Fluency

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

This Common Core State Standard is covered during the Fluency Presentation in Weeks 1–4, Day 5; page references show the pattern within the program.

T1: 66, 126, 204, 264

T2: 66, 126, 204, 264

T3: 66, 126, 204, 264

T4: 66, 126, 204, 264

T5: 66, 126, 204, 264

T6: 66, 126, 204, 264

T7: 66, 126, 204, 264

T8: 66, 126, 204, 264

CCSLH: 3.2.A

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

This Common Core State Standard is covered during the Fluency lesson on Days 1–4 every week for all eight units. Page references cited from Week 1 are representative and show the pattern within the program.

T1: 15, 27, 39, 51

T3: 15, 27, 39, 51

T5: 15, 27, 39, 51

T7: 15, 27, 39, 51

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.

This Common Core State Standard is covered during the Fluency lesson on Days 2, 3, and 4 of every week for all eight units. Page references cited from Week 1 are representative and show the pattern within the program.

T2: 27, 39, 51

T4: 27, 39, 51

T6: 27, 39, 51

T8: 27, 39, 51

CCSLH: 3.2.A

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

T1: 96

T3: 96, [100–101, 102–103, 104, 105], 163, 164, 234

T7: 96, [100–101, 102–103, 104, 105], 164

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>T2: 130–145</p> <p>SSW: 8, 20, 39</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>T2: 132–133, 134–135, 136</p> <p>WMC: 11</p> <p>CCSLH: 4.1.A</p>
<p>b. Provide logically ordered reasons that are supported by facts and details.</p>	<p>T2: 134–135, 138–139</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>T2: 138–139</p> <p>CCSLH: 4.1.A</p>

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2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

T3: 130–134
T4: 130–145
T5: 130–145
T6: 130–145
T8: 130–145

DR1: 104
DR2: 105
DR3: 104
DR4: 104–105
DR5: 104
DR6: 104
DR7: 104–105
DR8: 104

CCSLH: 4.1.B

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.

T2: 198–201
T3: 132–133, 134–135, 136, 144
T4: 132–133, 134–135, 136–137, 144
T5: 132–133, 136–137, 144
T6: 132–133, 136–137, 138–139, 144
T8: 132–133, 136–137, 138–139, 141

CCSLH: 4.1.B

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

T4: 134–136, 138–139
T6: 134–135
T8: 134–135, 140–141

CCSLH: 4.1.B

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<p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p>	<p>T3: 136–137, 139 T5: 138–139 T6: 140–141 T8: 140–141</p> <p>WMC: 43</p> <p>SSW: 2</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>T5: 136–137 T4: 138–139 T6: 138–139</p> <p>WMC: 43, 47, 59</p> <p>CCSLH: 4.1.B</p>
<p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>T3: 138 T5: 137 T6: 140–141</p> <p>WMC: 59</p> <p>CCSLH: 4.1.B</p>

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3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

T1: 268–283
T2: 268–283
T3: 268–283
T5: 268–283
T7: 268–283
T8: 268–283

DR6: 105

SSW: 6, 12, 14, 16, 19, 22, 23, 24, 25, 26, 29

CCSLH: 4.1.C

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

T1: 270–271, 272–273, 274–275
T2: 270–271, 272–273, 274–275
T3: 270–271, 272–273
T5: 270–271, 272–273, 274–275, 276–277
T7: 270–273, 274–275, 276–277
T8: 270–273, 274–275

CCSLH: 4.1.C

b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

T2: 272–273, 274–275, 276–277
T3: 274–275, 276–277
T5: 274–275
T7: 274–275, 276–277
T8: 274–277

CCSLH: 4.1.C

c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

WMC: 7

SSW: 23

CCSLH: 4.1.C

Common Core State Standards • Grade 5	Page References
<p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>T1: 272–273, 276–277 T2: 274–275 T3: 276–277 T5: 274–275 T7: 274–275 T8: 276–277</p> <p>WMC: 7, 15, 23, 63</p> <p>CCSLH: 4.1.C</p>
<p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>T1: 277 T2: 270–271 T5: 276–277</p> <p>WMC: 23, 55, 63</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><i>This Common Core State Standard is covered when students set writing goals in the Writing Process lessons in each of the eight units; page references cited are representative.</i></p> <p>T1: 176–177, 269 T2: 131, 133, 136–137, 269–270 T3: 131, 269, 276 T4: 131, 269 T5: 131–133, 269–271 T6: 131, 269 T7: 131, 269 T8: 131, 269</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.)

This Common Core State Standard is covered within the Writing Process lessons in each of the eight units. Page references cited are representative.

T1: 268–273, 278–281

T2: 130–135, 140–143, 268–273, 278–281

T3: 130–135, 140–143, 268–273, 278–281

T4: 130–135, 140–143, 268–273, 278–281

T5: 130–135, 140–143, 268–273, 278–281

T6: 130–137, 142–143, 268–269, 272–273, 276–277, 280–281

T7: 130–131, 134–135, 140–143, 268–273, 278–281

T8: 130–137, 142–143, 268–273, 278–281

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.

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

eTools21: Writing Tool

T2: 275

T3: 136, 141, 275, 277

T4: 142, 275, 277, 280

T5: 139, 142, 280

T6: 141, 272

T7: 139, 275, 277

T8: 138, 140, 277, 279–280

eTools21: Interactive Glossary

T1: 278

T2: 279

T3: 275, 274

T4: 134, 141, 279

T5: 140, 278

T6: 143, 280

T7: 141, 273, 278

T8: 142, 273, 278

eTools21: Story Starter

T1: 82, 184

T2: 58, 94

T3: 34, 184

T4: 22, 220

T5: 34, 184

T6: 46, 244

T7: 58, 232

T8: 82, 184

CCSLH: 4.2.A

Research to Build and Present Knowledge

<p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p><i>This Common Core State Standard is covered during Inquiry in Weeks 1–4, Day 5; page references cited are representative.</i></p> <p>T1: 60–65, 120–125, 198–203, 258–264 T2: 60–65, 120–125, 198–203, 258–264 T3: 60–65, 120–125, 198–203, 258–264 T4: 60–65, 120–125, 198–203, 258–264 T5: 60–65, 120–125, 198–203, 258–264 T6: 60–65, 120–125, 198–203, 258–264 T7: 60–65, 120–125, 198–203, 258–264 T8: 60–65, 120–125, 198–203, 258–264</p> <p>CCSLH: 4.3.A</p>
<p>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.</p>	<p>T1: 270–271, 272–273 T2: 61–63 T3: 63, 132–133 T4: 65, 122, 133 T5: 65, 122, 270–271, 272–273 T6: 65, 122, 133, 134–135 T7: 65, 122 T8: 65, 122–123, 132–133, 134–135</p> <p>CCSLH: 4.3.A</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><i>This Common Core State Standard is covered during Inquiry Weeks 1–3, Day 5 for all units; page references cited are representative.</i></p> <p>T2: 65, 120–123, 125, 203 T3: 65, 120–123, 125, 203 T4: 65, 120–123, 125, 203 T7: 65, 120–123, 125, 203</p> <p>CCSLH: 4.3.B</p>

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Page References

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]”).

T1: [52–53, 54–55, 56, 57], 188, [190–191, 192–193, 194, 195]
T3: [100–101, 102–103, 104, 105]
T5: 176, [178–179, 180–181, 182, 183], 188
T7: 124

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]”).

T2: 50, [52–53, 54–55, 56, 57], 110, [112–113, 114–115, 116, 117], 176, 188, 236
T4: 50, [52–53, 54–55, 56, 57], 110, 188, 224
T6: 50, 110
T7: 38, 188

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.

This Common Core State Standard is covered during Daily Writing on Weeks 1–4, Days 1–5 as well as during the Writing Process lessons for all units; page references cited are representative.

T1: 130–145, 268–283
T2: 22, 34, 46, 58, 67, 130–145, 268–283
T4: 82, 94, 106, 118, 127, 130–145, 268–283
T5: 130–145, 160, 172, 184, 196, 205, 268–283
T7: 130–145, 220, 232, 244, 256, 265, 268–283
T8: 22, 94, 130–145, 184, 265, 268–283

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.

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

T1: 13, 46, 60–63, 94, 124–125, 151, 160, 198–201, 202–203, 236, 256, 262–263, 276
T2: 46, 64–65, 67, 86, 120–123, 151, 164, 202–203, 258–261, 262–263, 282
T3: 22, 26, 64–65, 98, 120–123, 134, 172, 198–201, 244, 262–263
T4: 25, 26, 60–63, 73, 106, 120–123, 124–125, 198–201, 236, 258–261, 262–263
T5: 38, 60–63, 64–65, 67, 95, 107, 151, 188, 198–201, 202–203, 258–261, 262–263
T6: 26, 46, 120–123, 124–125, 126, 151, 184, 202–203, 211, 248, 258–261, 262–263
T7: 34, 64–65, 98, 120–123, 176, 202–203, 211, 236, 244, 258–261, 262–263
T8: 64–65, 98, 124–125, 151, 184, 198–201, 202–203, 211, 236, 244, 262–263

CCSLH: 5.1.A

- 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.

T1: 26, 64–65, 86, 106, 184, 198–199, 232, 259, 262–263
T2: 22, 38, 98, 118, 122–123, 164, 200, [214–215, 216–217, 218, 219], 256, 260
T3: 34, 50, 110, 120, 124–125, 160, 176, 200, 202–203, 220, 258
T4: 58, 64–65, 86, 120–121, 184, [214–215, 216–217, 218, 219], 244, 258
T5: 38, 58, 120, 160, 164, 205, 236, 258, 262–263
T6: 26, 34, 64–65, 82, 98, 122–123, 160, 200, [214–215, 216–217, 218, 219], 248, 260
T7: 22, 38, 82, 86, 122–123, 124–125, 151, 172, 220
T8: 82, 124–125, 176, 184, 200, 202–203, 232, 248, 265

CCSLH: 5.1.A

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

T1: 60–61, 120–121, 136
T2: 61, 122, 140, 259, 287
T3: 62, 120–121, 200–201, 259, 260–261, 278–279
T4: 140–141, 259, 287
T5: 61, 62, 120–121, 122, 200, 259
T6: 259, 260, 272–273
T7: 61, 62, 120–121, 122, 259, 278
T8: 259, 260, 278

PC2: 370

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.

T1: 61–63, 120–121, 142–143, 278
T2: 62–63, 64–65, 140, 202–203, 262–263, 278
T3: 62–63, 124–125, 140, 262–263, 278
T4: 62–63, 140, 202–203, 278
T5: 62–63, 64–65, 140, 262–263, 278
T6: 62–63, 64–65, 142, 278
T7: 62–63, 124–125, 140, 278
T8: 62–63, 64–65, 142, 202–203, 278

DR1: 28, 54, 78, 103
DR2: 28, 54, 78, 103
DR3: 28, 54, 78, 103
DR4: 28, 54, 78, 103
DR5: 28, 54, 78, 103
DR6: 28, 54, 78, 103
DR7: 28, 54, 78, 103
DR8: 28, 54, 78, 103

PC1: 14

PC2: 14

CCSLH: 5.1.A

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

T1: 22, 64–65, 67, 127, 200, 202–203, 205, 265
T2: 67, 123, 124–125, 127, 205, 262–263, 265
T3: 67, 123, 124–125, 127, 202–203, 205, 265
T4: 64–65, 67, 82, 123, 124–125, 127, 205, 265
T5: 262–263
T6: 64–65, 67, 123, 124–125, 127, 205, 262–263, 265
T7: 67, 123, 124–125, 127, 202–203, 205, 265
T8: 67, 123, 124–125, 127, 202–203, 205, 265

PC1: 32, 61

CCSLH: 5.1.A

2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

T1: 26, 38, 67, 264
T2: 25–26, 85, 110
T3: 64–65, 200, 264
T4: 38, 64–65, 86, 145, 265
T5: 25–26, 49–50, 64–65, 98, 110, 205, 264
T6: 12–13, 38, 64–65, 86, 98, 127, 260–261, 283
T7: 50, 64–65, 86, 122, 264
T8: 26, 64–65, 86, 127, 145

This standard is also supported as students use the following digital features:
eBook
eTools21: Inquiry Project Online

CCSLH: 5.1.B

3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

T1: 260–261, 264, 278, 283
T2: 140, 145, 264
T4: 140, 145, 260–261
T5: 140, 264
T6: 260–261, 283
T7: 264
T8: 142, 145, 260–261, 264

CCSLH: 5.1.B

Presentation of Knowledge and Ideas

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.

T2: 64, 124, 136–139, 145, 202, 259, 262, 264

T3: 136–139, 145, 264

T4: 64, 136–139, 145, 264

T5: 64, 124, 136–139, 145, 264, 274–277, 283

T6: 136–139, 145, 202, 262, 264

T7: 202, 262, 264

T8: 64, 124, 138–141, 145, 264

CCSLH: 5.2.A, 5.2.B

5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

T1: 144–145, 282–283

T2: 145, 198–199, 283

T3: 145; 198–199, 283

T4: 145, 198–199, 283

T5: 145, 198–199, 283

T6: 123, 145, 198–199, 274–275, 283

T7: 123, 145, 198–199, 259, 283

T8: 198–199, 283

DR1: 104

DR3: 104

DR5: 104

DR6: 104

DR8: 104

CCSLH: 5.2.A, 5.2.B

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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.)

T1: 133, 134–135, 142–143, 278–279, 281, 283

T2: 133, 135, 136–137, 140–141, 145, 274–275, 276, 278

T3: 140–141, 143, 274, 276, 278–279, 281, 283

T4: 133, 135, 137, 138–139, 276–277, 278–279, 283

T5: 138, 140–141, 271, 276, 278–279, 283

T6: 138–139, 141, 142–143, 270–271, 273, 275, 276–277, 278–279

T7: 145, 276–277, 278–279, 283

T8: 135, 138–139, 141, 142–143, 273, 275, 276–277, 279, 281, 283

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

Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are identified. These Language Progressive Skills for grades 3 and 4 are shown following the Language Standards.

Conventions of Standard English

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>T1: 135, 137, 141, 143 144–145, 273, 275, 280–283 T2: 141, 142–145, 279, 280–283 T3: 141, 142–145, 279, 280–283 T4: 141, 142–145, 279, 280–283 T5: 141, 142–145, 279, 280–283 T6: 139, 141, 142–145, 279, 280–283 T7: 141, 142–145, 279, 280–283 T8: 141, 142–145, 279, 282–283</p> <p>CCSLH: 6.1.A, 6.1.B, 6.1.C, 6.1.D, 6.1.E, 6.1.F, 6.1.G</p>
<p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p>	<p>T1: 279, 281 T2: 135, 137 T6: 139, 141, 273, 275 T7: 279 T8: 135, 141, 273, 281</p> <p>CCSLH: 6.1.G</p>
<p>b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</p>	<p>CCSLH: 6.1.C</p>
<p>c. Use verb tense to convey various times, sequences, states, and conditions.</p>	<p>T3: 141, 279, 281 T4: 135, 137 T5: 271</p> <p>CCSLH: 6.1.C</p>
<p>d. Recognize and correct inappropriate shifts in verb tense.</p>	<p>CCSLH: 6.1.C</p>
<p>e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</p>	<p>CCSLH: 6.1.G</p>

Common Core State Standards • Grade 5	Page References
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>T1: 144–145, 280–281 T2: 142–143, 280–281 T3: 142–143, 280–281 T4: 142–143, 280–281 T5: 142–143, 280–281 T6: 142–143, 272–273, 280–281 T7: 142–143, 280–281 T8: 142–143, 280–281</p> <p>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>T7: 141, 273</p> <p>CCSLH: 6.1.I</p>
<p>b. Use a comma to separate an introductory element from the rest of the sentence.</p>	<p>CCSLH: 6.1.I</p>
<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>T7: 279</p> <p>CCSLH: 6.1.I</p>
<p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p>CCSLH: 6.1.J</p>
<p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><i>The Common Core State Standard is covered on Weeks 1–4, Days 1–5 in each of the eight units in the Spelling Pretest, Practice, Practice Test, and Posttest. Page references cited show the pattern within the program.</i></p> <p>T1: 14, 27, 39, 51, 66 T3: 74, 87, 99, 111, 126 T5: 152, 165, 177, 189, 212 T7: 225, 237, 249, 264</p> <p>CCSLH: 6.1.K</p>

Knowledge of Language

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

T1: 135, 137, 141, 143, 144–145, 273, 275, 280–283
T2: 141, 142–145, 279, 280–283
T3: 141, 142–145, 279, 280–283
T4: 141, 142–145, 279, 280–283
T5: 141, 142–145, 279, 280–283
T6: 139, 141, 142–145, 279, 280–283
T7: 141, 142–145, 279, 280–283
T8: 141, 142–145, 279, 282

CCSLH: 6.2.A, 6.2.B, 6.2.C, 6.2.D

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

T1: 134–135, 142–143, 278–279, 281
T2: 135, 137, 140–141, 278
T3: 140–141, 278–279
T4: 278–279
T5: 140–141, 278–279
T6: 142–143
T7: 278–279
T8: 141, 142–143, 273, 275, 279, 281

CCSLH: 6.2.C

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

T1: 133, 283
T2: 133, 136–137, 145, 274–275, 276
T3: 274, 276, 283
T4: 133, 138–139, 276–277, 283
T5: 138, 276, 283
T6: 138, 270–271, 276–277, 278–279
T7: 130–139, 145, 276–277, 283
T8: 138–139, 276–277, 281, 283

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.

This Common Core State Standard is covered on Week 4 Day 3 as part of the multiple vocabulary strategy instruction; page references cited are representative.

T1: 234

T2: 234

T3: 36, 174, 234

T4: 234

T5: 234

T6: 234

T7: 234

T8: 234

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.

T1: 96, 98, [100–101, 102–103, 104, 105]

T3: 96, 98, [100–101, 102–103, 104, 105], 234

T7: 96, 98, [100–101, 102–103, 104, 105], 234

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*).

T2: 39, 51, 177, 189

T5: 99, 111, 237, 249

T8: 14, 74, 99, 111, 237, 249

CCSLH: 6.3.C

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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.

T1: 98, 278
T3: 27, 36, 39, 61
T5: 96, [100–101, 102–103, 104, 105], 234
T7: 108
T8: 39

eTools21: Interactive Glossary

T1: 278
T3: 279
T4: 141, 279
T5: 140, 278
T6: 143, 280
T7: 141, 278
T8: 142, 278

CCSLH: 6.3.D

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

T1: 174
T3: 36–37
T5: 124
T6: 36–37, 202
T7: 174–175

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

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

T1: 174, 236, 237
T2: 174, 176–177, [178–179, 180–181, 182, 183]
T3: 174, 176 174, 176
T7: 136
T8: 275

CCSLH: 6.3.E

Common Core State Standards • Grade 5	Page References
<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>T1: 153 T2: 96 T4: 177 T6: 96, 99, [100–101, 102–103, 104, 105], 234</p> <p>CCSLH: 6.3.F</p>
<p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>T1: 36 T2: 36 T4: 36, 174 T5: 36, 174 T7: 36, 37, 174, 234 T8: 36, 174</p> <p>CCSLH: 6.3.G</p>
<p>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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>T1: 72–73, [76–77, 78–79, 80, 81], 82, 162, [166–167, 168–169, 170, 171], 210 T2: 11–13, [16–17, 18–19, 20, 21], 24, [28–29, 30–31, 32, 33], 72–73, [76–77, 78–79, 80, 81], 82, 210 T3: 72–73, [76–77, 78–79, 80, 81], 82, 130, 131, 136, 137, 248 T4: 72, [76–77, 78–79, 80, 81], 84, [88–89, 90–91, 92, 93] T6: 248 T7: 210, 222 T8: 248</p> <p>CCSLH: 6.3.H</p>

Language Progressive Skills

Below are the grades 3 and 4 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.

T1: 144
T2: 142, 143
T3: 279, 280
T4: 135, 142, 143, 275, 280
T5: 280, 281
T6: 137, 143

CCSLH: 6.1.C, 6.1.D

3.3.a Choose words and phrases for effect.

T1: 132–133
T2: 274–275
T3: 36–37, 275–276
T4: 136–137, 138, 270–271, 274–275
T6: 36–37
T7: 132–133, 136–137, 138–139, 274–275, 276–277
T8: 272–273, 274–275

CCSLH: 6.2.A

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

T1: 135, 137, 273, 279, 281
T2: 135, 137

CCSLH: 6.1.A

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

T5: 174–75

CCSLH: 6.1.K

Common Core State Standards • Grade 5	Page References
<p>4.3.a Choose words and phrases to convey ideas precisely.</p>	<p>T1: 132–133 T2: 274–275 T3: 36–37, 136–137, 275–276 T4: 270–271 T5: 136–137, 274–275 T6: 36–37 T7: 174–175</p> <p>CCSLH: 6.2.A</p>
<p>4.3.b Choose punctuation for effect.</p>	<p>T1: 137, 273 T2: 277 T6: 269 T7: 141, 273, 279, 281 T8: 135, 137, 279</p> <p>CCSLH: 6.2.B</p>